

ST. DAVID'S NATIONAL SCHOOL



ST. DAVID'S NATIONAL SCHOOL



PHYSICAL EDUCATION POLICY

ST. DAVID'S NATIONAL SCHOOL



INTRODUCTORY STATEMENT:

This plan was formulated by the whole staff to provide a coherent approach to the teaching of P.E. across the whole school. It is envisaged that this plan will benefit the teaching and learning of P.E. in St. David's National School.

The plan was reviewed in January and March 2019 after Mrs. Neill and Ms. Gillespie attended PDST and Active Schools (HSE) seminars in Kildare Education Centre.

ST. DAVID'S NATIONAL SCHOOL



Physical Education (P.E.) provides children with learning opportunities through the medium of movement. Through P.E. we aim to help children develop physically as well as socially, emotionally and intellectually. This plan describes the place which we give to Physical Education in our school, which is to support children in every aspect of their life and development. It describes the way in which we use Physical Education to achieve that goal, our agreed approach to teaching P.E. and the content of the programme of the curriculum at each year level. It conforms to the principles outlined in the 1999 Primary Curriculum documents. This document will also serve as a basis for each teacher's long term and short term planning. It will also serve to inform new or temporary teachers and parents and other partners in the

ST. DAVID'S NATIONAL SCHOOL



educational process, of the approaches and methodologies, which we use in P.E.

RATIONALE:

When teaching P.E. we, the staff consider the following:

- The importance of enjoying physical activity
- The importance of play in its many forms in the learning and developmental process

ST. DAVID'S NATIONAL SCHOOL



- Maximum participation by all children in the physical education lesson – ACTIVE PARTICIPATION
- The development of skills
- Providing a balance between competitive and non-competitive activities
- Providing a balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for girls and boys

It was decided to focus on this area for development:

ST. DAVID'S NATIONAL SCHOOL



- To benefit teaching and learning in our school
- To conform to principles outlined in the Primary Curriculum
- To review the existing plan for P.E. in light of the 1999 Primary School Curriculum

VISION:

ST. DAVID'S NATIONAL SCHOOL



We seek to assist the children in our school in achieving their potential through providing a balanced programme of activities where each child is encouraged to participate at his / her individual level.

AIMS:

We endorse the aims of the Primary School Curriculum in Physical Education:

- To promote the physical, social, emotional and intellectual development of the child

ST. DAVID'S NATIONAL SCHOOL



- 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

ST. DAVID'S NATIONAL SCHOOL



STRANDS AND STRAND UNITS:

The strands across the P.E. Curriculum for all classes are:

- Athletics
- Dance
- Gymnastics
- Games

ST. DAVID'S NATIONAL SCHOOL



- Outdoor and Adventure activities
- Aquatics

These strands are further divided into strand units:

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

ST. DAVID'S NATIONAL SCHOOL



- 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

ST. DAVID'S NATIONAL SCHOOL



- Outdoor & 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

ST. DAVID'S NATIONAL SCHOOL



Water based ball games
Understanding and appreciation of aquatics

- The strands / strand units / content objectives for the relevant class level(s) are found on the following pages:

Refer to Curriculum (also available on www.ncca.ie)

- Infant Classes pp. 16 – 33
- First and Second Class pp. 24 – 34

ST. DAVID'S NATIONAL SCHOOL



- Third and Fourth Classes pp. 38 – 46
- Fifth and Sixth Classes pp. 48 – 59
- Aquatics: Junior Infants – Sixth pp. 62 – 64

All staff members will endeavour to ensure continuity, progression and consistency from class to class by following the recommendations in the curriculum. Where appropriate, the Special Education teacher may assist in P.E. lessons.

ST. DAVID'S NATIONAL SCHOOL



APPROACHES AND METHODOLOGIES:

The class teacher will be responsible for delivering the P.E. curriculum to the pupils in his / her charge. Specialist teachers / parents may deliver certain parts of the programme e.g. aquatics, basketball, Gaelic football.

Teachers recognise the value of using a variety of teaching approaches in order to enhance the achievement of the curriculum objectives.

The teaching approaches which we will use for teaching P.E. are:

ST. DAVID'S NATIONAL SCHOOL



- The direct teaching approach, in which the teacher tells or shows the children exactly what to do and observe their progress.
- The guided-discovery approach, in which the teacher designs a series of questions which will eventually lead to one or more appropriate answer, and finally the discovery of a particular concept or solution. This approach will lead the child to make decisions, solve problems and take initiative. Questioning can lead to a deeper understanding of how skills can be employed in a game situation.

ST. DAVID'S NATIONAL SCHOOL



ASSESSMENT AND RECORD KEEPING:

As physical education is a physical activity-based area, most assessment is done within the lesson by observing, listening, asking questions and giving feedback to pupils' achievement. Teachers use these records to report annually to children, parents and relevant staff. Children may be asked to self-assess and peer assess where appropriate.

Teachers will provide an overall assessment of each child achievements in

ST. DAVID'S NATIONAL SCHOOL



P.E. in the school report at the end of their academic year and at annual parent teacher interviews.

The teachers in the school constantly assess in the PE lessons delivered and identify progress and difficulties

We will assess:

- Willingness to participate in activities
- Readiness to engage with a certain activity

ST. DAVID'S NATIONAL SCHOOL



- Ability to 'perform' the given activity and the child's skill level in the 'performance'
- Interest and attitude to activity
- Willingness to cooperate in individual, pair and group activities

Our assessment tools are:

- Teacher observation
- Teacher designed tasks
- Teacher checklists

ST. DAVID'S NATIONAL SCHOOL



- Peer observation checklists
- Individual assessment profile – when required for OT assessment
- Self-assessment

Assessment is used to provide information on individual children, assist the teacher in planning a programme and facilities, to communicate with other teachers, parents and other professionals.

Assessment for learning to provide feedback to children, improve learning and inform practice.

ST. DAVID'S NATIONAL SCHOOL



Assessment of learning which helps to identify the milestones children reach and the progress they make to report to parents, other teachers and the children themselves.

Assessment as learning involves teaching the children how to self-assess and peer assess.

The assessment criteria used for each activity forms part of class and school planning.

ST. DAVID'S NATIONAL SCHOOL



Teachers assess children's work in P.E. by making assessments as they observe the children working during lessons. Teachers record the progress made by children against the learning challenge and success criteria for a lesson. At the end of a unit of work, teachers make judgements as to whether a child has met, exceeded or is working towards the expectations for each individual lesson and this should be recorded and can be used to enable the teacher to make an annual assessment of overall progress for a child when writing annual report for parents.

INTEGRATION:

ST. DAVID'S NATIONAL SCHOOL



Integration in our school features hugely in our curriculum. P.E. integrates elements of other subjects such as Gaeilge, English, Music, Maths and S.P.H.E. Our swimming lessons promote safety considerations developed in the strand unit “Safety and Protection”.

We use methods that encourage maximum participation by the child through:

- Individual, pair, group and team play: In first and second classes we enhance co-operation in preparation for the development of team play.

ST. DAVID'S NATIONAL SCHOOL



From third to sixth classes team play develops the individual needs of the child.

- Station teaching: Station teaching works very well in our school and lends itself to the space and equipment available and the number of pupils partaking in P.E. It provides continuous practice for groups working on different tasks at the same time.

MULTI-CLASS TEACHING:

ST. DAVID'S NATIONAL SCHOOL



All P.E. lessons will be taught in the context of multi-class teaching. Where appropriate, opportunity will be given to children to group according to ability levels. Outside agencies e.g. Playball, I.R.F.U., K-Leisure Swimming Pool, may be used to support the implementation of the P.E. Programme.

CHILDREN WITH DIFFERENT NEEDS:

Participation of children with Special Needs will be ensured through the use of S.N.A. / Special Needs Teacher. Children will be allowed to participate in activities at their own level through the modification of tasks where necessary.

ST. DAVID'S NATIONAL SCHOOL



Group and pair work and similar ability groups will be used in conjunction with a balance of activities from across the strands to encourage inactive / shy / self-conscious children to participate in P.E. activities.

EQUALITY OF PARTICIPATION AND ACCESS:

ST. DAVID'S NATIONAL SCHOOL



In planning for P.E. we are going to pay attention to the following areas in order to promote gender equality throughout the physical education curriculum.

- All children from infants to sixth class will partake in all six strands of the curriculum. (mindful of limited facilities).
- We will provide equal access for all children to physical education equipment and facilities and the use of the playground during breaks will be incorporated as an integral part of the school's programme (i.e.

ST. DAVID'S NATIONAL SCHOOL



one particular group or class will not be allowed unlimited access to larger yard areas). Use of the astroturf pitch will be on a rotation basis.

- When grouping children for physical education the school will endeavour not to group children solely on the basis of gender whenever possible.
- As a staff we will help children to build positive attitudes towards all activities.

ST. DAVID'S NATIONAL SCHOOL



- We will take into account the needs of girls and boys when promoting the health related fitness of children.
- We will enter boys and girls teams in inter-school competitions and where necessary (if we have sufficient numbers) we will take the opportunity to enter mixed teams.

Where appropriate, large sporting events such as the Olympics, World Cup, Special Olympics etc will be used to look at the customs and sporting culture of some of the participating countries.

ST. DAVID'S NATIONAL SCHOOL



Every child will have access to all P.E. activities provided by the school and lack of financial resources on behalf of the child will not hinder their participation.

LINKAGE AND INTEGRATION:

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

Linkage can take place within physical education in that many activities transcend strands and are of benefit to the child irrespective of the strands or

ST. DAVID'S NATIONAL SCHOOL



subjects being covered. Within the content of the curriculum, footnotes below the strand units suggest where linkage and integration might take place in the P.E. class.

ORGANISATIONAL PLANNING:

Timetable

Each class is timetabled for one hour per week for P.E.

ST. DAVID'S NATIONAL SCHOOL



(Sample yearly plan of work for P.E. supplied by each class teacher).

P.E. AREAS:

The two tarmacadamed areas of the school campus will be used.

Along with the General Purposes room, the tarmacadamed area, the basketball court and the astroturf pitch will be utilised for outdoor classes.

ST. DAVID'S NATIONAL SCHOOL



SPECIALIST COACHING TIMES / VENUE:

- Spring Term: 6 weeks swimming in K-Leisure Centre.

The school will facilitate an “Active School Week” in the summer term whereby the discretionary curriculum time for the period in question is used to promote physical activity for all children in the school encompassing as many of the strands of the P.E. curriculum as possible.

ST. DAVID'S NATIONAL SCHOOL



CODE OF ETHICS:

(Refer to school's Child Protection Policy based on the Department of Education and Skills guidelines accompanying the "Children First" guidelines. Also refer to S.P.H.E. plan; Code of Ethics, Good Practice for Children's Sport and Swimming Policy).

- If coaches from a local or a national sporting organisation are invited into the school to work with the children as part of their P.E. class, they will be used to support the work of the class teacher in the implementation of some of the P.E. curriculum strands in the school.

ST. DAVID'S NATIONAL SCHOOL



The class teacher will support the coach to maximise the benefit for the children in the class.

- Any coaches working in the school context will be expected to adhere to the Code of Ethics of Irish Sport, produced by the Irish Sports Council. All coaches will provide evidence of Garda Vetting. *“Adults interacting with children in sport (referred to as Sports Leaders in the codes) are in a position of trust and influence. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult action in sport should be guided by what is best for the child and carried out in the context of*

ST. DAVID'S NATIONAL SCHOOL



respectful and open relationships. Verbal, physical, emotional or sexual abuse of any kind or threat of such abuse is totally unacceptable within sport, as in society in general.”

- If there is a suspected case of child abuse in the class (even if it becomes apparent in the context of a P.E. class), all teachers will adhere to the Department of Education and Skills Child Protection Guidelines to be used with the “Children First Guidelines” produced for all personnel working with children.

ST. DAVID'S NATIONAL SCHOOL



AFTER SCHOOL ACTIVITIES:

After school activities are regularly organised by the school:

- Basketball
- Shao Lin Kung Fu

All children of relevant age to the activities being offered will be invited to attend. These activities will adhere to the general principles of the P.E. curriculum of the school as follows:

ST. DAVID'S NATIONAL SCHOOL



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

The following is a selection of Competitions / Leagues / Games the school will enter:

ST. DAVID'S NATIONAL SCHOOL



- Boys / Girls Cumann na mBunscoil / FAI Competitions
- Boys / Girls Basketball League and Championship for small schools
- Cross Country Championship for 1st to 6th Class
- Soccer Fuzzball for 3rd and 4th Class (Futsal)
- Soccer 5 A side for 5th and 6th Class
- (Friendly Hockey Matches)

The school will organise a sport day where pupils will as part of Active School Week participate in activities such as races, orienteering, tag rugby, Sport Art.

ST. DAVID'S NATIONAL SCHOOL



Note: The extra-curricular programme that involves competitive activities will always reflect the aims and objectives of the P.E. curriculum.

P.E. EQUIPMENT AND ICT:

(Refer to pp. 104 – 105 Teacher Guidelines)

ST. DAVID'S NATIONAL SCHOOL



- Our school has a detailed inventory of equipment and resources available for P.E. This list is compiled by the post holder for P.E. and is checked and updated at the beginning of each school year.
- It is the responsibility of each class teacher to ensure that all equipment is returned to the store room after each lesson. Any breakages have to be reported to the post holder as soon as possible. The post holder will inspect the room once a month. Each teacher will be given a copy of the equipment list and will be informed of any changes to it throughout the year.

ST. DAVID'S NATIONAL SCHOOL



- The post holder and principal will have the responsibility to purchase P.E. equipment for the school and to apply for equipment from different organisations who give free equipment to schools.

HEALTH AND SAFETY:

Issues identified as being health and safety issues in a P.E. context include warm-up at the start of all physical activity, practising in confined spaces, use of equipment, accidents, supervision, activities involving the whole school yard, procedures for dealing with accidents...etc.

ST. DAVID'S NATIONAL SCHOOL



It is important to acknowledge from the beginning that while the following procedures will eliminate unnecessary hazards they cannot remove all risks due to the physical nature of the subject. When engaging children in P.E. all members of staff will ensure that the following safety aspects will be taken into consideration:

- All children must wear suitable footwear and clothing during a P.E. lesson.
- All children will not be allowed to wear any jewellery during a P.E. lesson.

ST. DAVID'S NATIONAL SCHOOL



- The equipment used will be suitable in size, weight and design to the age, strength and ability of the child and be of good quality and in good repair.
- Children will be taught how to lift and carry all P.E. equipment safely.
- In all P.E. lessons, children will warm up and cool down. This develops good practice and the children will return to class relaxed after activity.
- Should an accident occur in the P.E. lesson we will follow the procedures outlined for other accidents in our Health and Safety Policy.
- Running activities will take account of the physical features of the area being used.

ST. DAVID'S NATIONAL SCHOOL



- Best practice is safe practice and the teacher should ensure that the children understand that the rules and procedures are there for their safety.
- We will endeavour to have an appropriate surface for the activities in the P.E. lesson.
- Children will not be forced to do activities they are not physically or mentally ready for.

There will be at least one person on staff with a current First Aid qualification and the B.O.M. will fund the course fees. The First Aid kit is kept in the

ST. DAVID'S NATIONAL SCHOOL



staffroom and is restocked regularly with items only recommended by First Aid personnel. A second portable kit is also available when children are participating in P.E. outside the school grounds. The medical conditions of all children are detailed by their parents / guardians on the school enrolment form, with instructions on procedures to be followed. Teachers will adhere to the Health and Safety Policy, Administering of Medicines Policy and enrolment information. All teachers have up to date First Aid certificates.

INDIVIDUAL TEACHERS' PLANNING AND REPORTING:

ST. DAVID'S NATIONAL SCHOOL



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

For now, teachers will plan based on the strands as outlined on the yearly timetable and can explore the use of themes in their planning especially in Gymnastics where themes such as balance and travel can provide a great stimulus for lessons (*Refer to pp. 34 – 35 Teacher Guidelines*).

The Cuntas Míósúil will be very relevant in reviewing and developing the school plan for the following years. Once the individual Cuntas Míósúil have

ST. DAVID'S NATIONAL SCHOOL



been evaluated it should be obvious to the staff which elements of the curriculum were being implemented.

STAFF DEVELOPMENT:

The P.E. post holder will update staff on P.E. developments. Research, reference books, resource materials and websites dealing with P.E. www.pcsp.ie and www.irishprimarype.com have definite links to the curriculum and P.E. in Ireland. The school has a library of relevant resource material which will aid the teachers in their development and implementation

ST. DAVID'S NATIONAL SCHOOL



of the P.E. curriculum. An inventory of organisations will be drawn up from which free resources will be available.

PARENTAL INVOLVEMENT:

We will ask all parents to encourage their children in the P.E. curriculum. We will ask parents with recognised areas of expertise in the area of P.E. and / or Sport to support us in the implementation of certain strands. We will outline the benefits of the P.E. curriculum and stress the difference between P.E. and Sport and encourage them to become involved in our Active School Week or

ST. DAVID'S NATIONAL SCHOOL



any initiative we will organise. We will encourage sporting endeavour at all times.

In order to partake in school sport, we may need buses as transport to all school activities. The teacher involved with the activity will travel on the bus.

COMMUNITY LINKS:

We are very much aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an

ST. DAVID'S NATIONAL SCHOOL



invaluable resource to any school, such links as basketball coaching (a parent), Futsal (Pat Behan).

SUCCESS CRITERIA:

When we are reviewing our plan at the end of the school year, we will take into consideration, the following points:

- The importance of enjoyment and play.
- Maximum participation by all children

ST. DAVID'S NATIONAL SCHOOL



- The development of skills and understanding
- A balance between competitive and non-competitive activities
- A balance between contact and non-contact activities
- Providing opportunities for achievement for each child
- Providing activities equally suitable for boys and girls

Means of assessing the outcomes of the plan include:

- Teacher / parent / community feedback

ST. DAVID'S NATIONAL SCHOOL



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

REVIEW:

This policy will be subjected to periodic review.

This policy was ratified by Board of Management on

ST. DAVID'S NATIONAL SCHOOL



Signed: _____
Chairperson, Board of Management

Signed: _____
Principal

Date: _____

Date: _____

ST. DAVID'S NATIONAL SCHOOL



ST. DAVID'S NATIONAL SCHOOL



P.E. Policy Appendix

INFANTS:

Strand: Athletics

Strand Unit: Running	
The child should be enabled to	
Walking, jogging or running over distance	Relays

ST. DAVID'S NATIONAL SCHOOL



- 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 distance of 10 to 20m
- Practise reaction sprints
- Practise the standing start

- Participate in a pair relay using a beanbag
- Participate in team relays, in small groups using various means of travelling
Running, Skipping, Hopping

Hurdling

- Run over flat markers
Running over lines
- Run over flat markers evenly spaced

ST. DAVID'S NATIONAL SCHOOL



Strand Unit: Jumping	
The child should be enabled to	
<ul style="list-style-type: none">• Practise skipping activities with and without ropes	<ul style="list-style-type: none">• Experiment with various ways of jumping <p><i>Jumping for height or distance and explore various ways of taking off and landing</i></p>

ST. DAVID'S NATIONAL SCHOOL



Strand Unit: Throwing

The child should be enabled to

- Experiment with appropriate objects and methods of throwing, aiming for height and distance

Practising the under-arm throw aiming a beanbag into a hoop

Strand Unit: Understanding and appreciation of athletics

ST. DAVID'S NATIONAL SCHOOL



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*

ST. DAVID'S NATIONAL SCHOOL



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

Exploring different ways of travelling by walking, small steps, wide steps, fast walks, tired walks, happy walks

- Respond imaginatively through movement to stimuli such as words,

ST. DAVID'S NATIONAL SCHOOL



Sprinkling "magic dust" on shoulder, leg, arm or head, bringing it to life and exploring how it can move

- 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

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

ST. DAVID'S NATIONAL SCHOOL



*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

*Moving to rhymes and actions 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

ST. DAVID'S NATIONAL SCHOOL



<p><i>shape, travelling through the jungle using curved and zigzag pathways and concluding by hiding behind a tree</i></p>	<p>to music <i>Pausing at obvious changes Knowing when to begin a folk dance</i></p>
<p>Strand Unit: Understanding and appreciation of dance</p>	
<p>The child should be enabled to</p> <ul style="list-style-type: none"> • Talk about dance phrases <i>Naming body parts and describing movements they can do Describing the pathway taken in a follow-the-</i> 	<ul style="list-style-type: none"> • Interpret a mood or emotion observed in movement <i>When exploring a circus theme, identifying the happy gestures or</i>

ST. DAVID'S NATIONAL SCHOOL



leader activity
Contrasting the movements of a cow with the movements of a duck (Old MacDonald)
Discussing appropriate movements to action songs

movements of the funny clown and the sad gestures or movements of the crying clown

Strand: Gymnastics



Strand Unit: Movement

The child should be enabled to

- Develop the basic movement actions of running, stopping, jumping, rolling, climbing, transferring weight, balancing swinging, twisting and turning using a variety of body parts while exploring space
- Develop body awareness through variations of direction, pathways, levels, shape, speed and effort
- 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

ST. DAVID'S NATIONAL SCHOOL



*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*

*Travelling around, in and out of hoops
Travelling along, across and around equipment
Balancing*

- Absorb energy to avoid shock when landing
Keeping the back straight, bending the knees
- Develop good body tension and posture through gymnastic positions and

ST. DAVID'S NATIONAL SCHOOL



	movements
Strand Unit: Understanding and appreciation of gymnastics	
The child should be enabled to	
<ul style="list-style-type: none">• Talk about movement and ask and answer questions about it <i>Identifying body parts used in movement</i> <i>Identifying qualities of a balance (wide, narrow, curled, stretched)</i> <i>Contrasting travelling movements that are fast with slow travelling movements</i>	<ul style="list-style-type: none">• Develop awareness of others when using apparatus

ST. DAVID'S NATIONAL SCHOOL



--	--

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

Carrying and Striking

- Begin to develop carrying and striking skill

ST. DAVID'S NATIONAL SCHOOL



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

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

ST. DAVID'S NATIONAL SCHOOL



<i>stopping it</i>	<i>a bat and retrieving it Striking a softball against a wall using the hand or bat</i>
Strand Unit: Creating and Playing Games	
The child should be enabled to	
<ul style="list-style-type: none">• Create and develop games in pairs <i>Rolling a ball at a target Kicking a ball to a partner through a "goal"</i>	<ul style="list-style-type: none">• Play simple playground games <i>Cat and mouse, keep the basket full, fox and geese, hot ball</i>



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 a sequence of activities using a
- Apply simple rules to games
Having three opportunities to throw a ball at a target before a partner takes a turn

ST. DAVID'S NATIONAL SCHOOL



<i>bat and ball, including low and high bounces Bouncing on the bat or off the ground</i>	
---	--

Strand: Outdoor and Adventure Activities

Strand Unit: Walking	
The child should be enabled to	

ST. DAVID'S NATIONAL SCHOOL



<ul style="list-style-type: none"> • Undertake short walks within or adjacent to the school grounds 	<ul style="list-style-type: none"> • Find an object in a confined area of the school site, given simple clues <i>Participating in a treasure hunt</i>
<p>Strand Unit: Orienteering</p>	
<p>The child should be enabled to</p> <ul style="list-style-type: none"> • Identify areas of the hall, playing field or school site <i>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</i> 	<p><i>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</i></p>

ST. DAVID'S NATIONAL SCHOOL



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

ST. DAVID'S NATIONAL SCHOOL



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*

--

ST. DAVID'S NATIONAL SCHOOL



1ST AND 2ND CLASSES:

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 2

Relays

- Participate in a pair relay using a beanbag, developing simple technique

ST. DAVID'S NATIONAL SCHOOL



minutes
Making letters, numbers and patterns on the ground while running

Sprinting

- Sprint distance of 20 to 30m with the emphasis on sustained effort throughout the sprint
- Practise reaction sprints
- Practise the standing start

Passing with right hand and receiving with left hand

- Participate in team relays or shuttle relays in small groups, using various means of travelling
Running, skipping, bouncing



Strand Unit: Jumping	
The child should be enabled to	
<ul style="list-style-type: none">• Practise skipping activities with and without ropes• Explore the various ways of jumping <i>Taking off from one foot and landing on two feet</i>	<ul style="list-style-type: none">• Practise the standing jump for distance and height• Develop a short approach run when taking off from one foot <i>Taking three steps and jumping for distance and height</i>
Sprinting	

ST. DAVID'S NATIONAL SCHOOL



<ul style="list-style-type: none">• Sprint distance of 20 to 30m with the emphasis on sustained effort throughout the sprint• Practise reaction sprints• Practise the standing start	
Strand Unit: Throwing	
The child should be enabled to	

ST. DAVID'S NATIONAL SCHOOL



- Experiment with appropriate objects and methods of throwing, aiming for height and distance
Practising the under-arm throw, over-arm throw



Strand Unit: Understanding the appreciation of athletics

The child should be enabled to

- | | |
|--|--|
| <ul style="list-style-type: none">• Develop an understanding of pace
<i>Contrasting the pace of two children, one sprinting, the other running for one minute</i>• Describe and discuss movement and ask and answer questions about it
<i>Discussing the effect of an approach run on the distance jumped</i> | <ul style="list-style-type: none">• Develop an understanding of the basic rules of athletics
<i>Taking off without crossing a marker in the long jump</i>• Measure an achievement
<i>Measuring a partner's standing long jump</i> |
|--|--|

ST. DAVID'S NATIONAL SCHOOL



--	--

Strand: Dance

Strand Unit: Exploration, creation and performance of dance

The child should be enabled to

- | | |
|---|--|
| <ul style="list-style-type: none">• Explore develop a greater range of movements of body parts and body actions, to include turning
<i>Placing an imaginary ping-pong ball on the</i> | <ul style="list-style-type: none">• Continue to respond imaginatively through movement to stimuli such as words, stories, poems, pictures, songs and music |
|---|--|

ST. DAVID'S NATIONAL SCHOOL



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

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

ST. DAVID'S NATIONAL SCHOOL



- 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

- 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

ST. DAVID'S NATIONAL SCHOOL



Alice in Wonderland dance: beginning – falling down the tunnel, middle – meeting the characters, end – falling and waking up

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

ST. DAVID'S NATIONAL SCHOOL



	<i>Pausing at the end of phrase, as in Irish dance music</i>
Strand Unit: Understanding and appreciation of dance	
The child should be enabled to	
<ul style="list-style-type: none">• Observe, describe and discuss simple dances• Identify the sections of a dance as beginning, middle and end	<ul style="list-style-type: none">• Interpret a mood or emotion observed in movement

ST. DAVID'S NATIONAL SCHOOL



Strand: Gymnastics

Strand Unit: Movement

The child should be enabled to

- Develop the basic movement actions of balancing, turning, twisting, stretching and transferring weight using a variety of body parts while exploring space
- Continue linking of movement skills to produce individual and pair sequences

ST. DAVID'S NATIONAL SCHOOL



- Continue to develop body awareness through further movement variations of direction, pathways, levels, shape, speed and effort

- Show control in take-off and flight and develop the ability to absorb energy to avoid shock when landing
- Develop good body tension and posture through gymnastic positions and movements

Strand Unit: Understanding and appreciation of gymnastics

The child should be enabled to

--

ST. DAVID'S NATIONAL SCHOOL



- Observe and describe movement and ask and answer questions about it

Strand: Games

Strand Unit: Sending, receiving and travelling

The child should be enabled to

Carrying and striking

ST. DAVID'S NATIONAL SCHOOL



- Practise skills previously experienced

Ball handling

- Develop and practise ball-handling skills

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

- 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

ST. DAVID'S NATIONAL SCHOOL



<p><i>from the hands</i> <i>Controlling a ball with the inside and instep of the foot</i></p>	<p><i>along the ground using a hurley or hockey stick</i> <i>Striking a ball through the air at target using a hurley</i></p>
<p>Strand Unit: Creating and playing games</p>	
<p>The child should be enabled to</p> <ul style="list-style-type: none">• Create and develop games in pairs or small groups <i>Pig-in-the-middle passing games</i>	<ul style="list-style-type: none">• Play playground games <i>Chasing games, stuck-in-the-mud, frozen beanbag</i>

ST. DAVID'S NATIONAL SCHOOL



<ul style="list-style-type: none"> • Play small sided (mini) versions of games <i>Bench ball (a modified game of basketball)</i> <i>3 v. 3 Gaelic football or soccer with modified rules</i> <i>“pair tennis” – no net necessary</i> <i>Mini-rounders: using a simple bat, involving four players</i> 	
<p>Strand Unit: Understanding and appreciation of games</p>	
<p>The child should be enabled to</p> <ul style="list-style-type: none"> • Discuss and develop control in movement 	<ul style="list-style-type: none"> • Develop an understanding of the use of

ST. DAVID'S NATIONAL SCHOOL



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

space
Moving into space to receive a ball in 2 v. 1 situations

- Apply simple rules to small-sided games

ST. DAVID'S NATIONAL SCHOOL



- 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

Strand: Outdoor and Adventure Activities

ST. DAVID'S NATIONAL SCHOOL



Strand Unit: Walking	
The child should be enabled to	
<ul style="list-style-type: none">• Undertake short walks outside the school site where possible	<ul style="list-style-type: none">• Find an object on the school site, given simple clues <i>Treasure Hunt</i>
Strand Unit: Orienteering	
The child should be enabled to	

ST. DAVID'S NATIONAL SCHOOL



- Identify areas of the hall, playing field or school site
Engaging in activities to encourage the child to begin "to find the way" i.e. identify the front, back, left or right of the hall
Following directions e.g. take three steps forward, one step backwards, three steps to the right and seven steps to the left
Going to features identified by photographs or pictures, finding the symbol (control) at that feature and recording it simply

- Find objects or areas by following a simple plan (set of drawings)
Following a "snake walk" (i.e. a route marked on a drawing of the floor area) that involves negotiating obstacles to reach a target object leading another child around a course; the second child records the route on an unmarked plan



Strand Unit: Understanding and appreciation of outdoor and adventure activities

The child should be enabled to

- | | |
|--|---|
| <ul style="list-style-type: none">• Develop an appreciation of and respect for the environment explored
<i>Disposing of litter appropriately</i> | <ul style="list-style-type: none">• Discuss the safety aspects of activities undertaken
<i>Identifying safe means of undertaking sections of an adventure trail</i> |
|--|---|

ST. DAVID'S NATIONAL SCHOOL



3RD AND 4TH CLASSES:

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 3 minutes

Relays

- Participate in a pair relay using a beanbag, developing simple technique
Passing with right hand and receiving

ST. DAVID'S NATIONAL SCHOOL



Running with a friend or group

Sprinting

- Sprint distance of 30 to 60m, developing good acceleration and finishing technique
- Practise reaction sprints
- Practise the standing start

with left hand

- Practise baton change-over technique while stationary, with a partner, developing into practise with a team of four
- Practise baton change-over technique while moving slowly, with a partner, developing into practice with a team of four

ST. DAVID'S NATIONAL SCHOOL



- Practise the standard relay (i.e. four children per team, using a baton) in a straight line
- Participate in team relays or shuttle relays in small groups, using various means of travelling
Running, skipping, hopping, bouncing

Strand Unit: Jumping

The child should be enabled to

ST. DAVID'S NATIONAL SCHOOL



- 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

Strand Unit: Throwing

The child should be enabled to

- Develop the over-arm (javelin) throw from a
- Develop a short approach run (e.g. three

ST. DAVID'S NATIONAL SCHOOL



standing position, using a beanbag, ball or foam javelin

strides) before releasing the throwing implement

ST. DAVID'S NATIONAL SCHOOL



Strand Unit: Understanding the 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
- Develop an understanding of the basic rules of the individual athletic events
*Standing start for sprinting
Running in a straight line or a lane without impeding others*



Strand: Dance

Strand Unit: Exploration, creation and performance of dance

The child should be enabled to

- Explore 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

- 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

ST. DAVID'S NATIONAL SCHOOL



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

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

ST. DAVID'S NATIONAL SCHOOL



	<ul style="list-style-type: none">• Explore and communicate through body movement a range of moods or feelings <i>Expressing joy, anger, sorrow</i>
Strand Unit: Understanding and appreciation of dance	
The child should be enabled to	
<ul style="list-style-type: none">• Observe, describe and discuss own dance of others	

ST. DAVID'S NATIONAL SCHOOL



Strand: Gymnastics

Strand Unit: Movement

The child should be enabled to

- | | |
|--|---|
| <ul style="list-style-type: none">• Create and perform sequences of movement to develop body awareness with appropriate variations of direction, pathways, levels, shape, speed and effort
<i>Jumping from one foot to two feet following a zigzag pathway, transferring weight onto</i> | <ul style="list-style-type: none">• Develop good body tension and posture through gymnastic positions and movements |
|--|---|

ST. DAVID'S NATIONAL SCHOOL



hands and lowering the body into a forward roll

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

ST. DAVID'S NATIONAL SCHOOL



--

Strand: Games

Strand Unit: Sending, receiving and travelling

The child should be enabled to

Practise skills previously experienced
Ball handling

Carrying and striking

- Develop and practise a range of carrying and striking skills

ST. DAVID'S NATIONAL SCHOOL



- 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. basket, a net)
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

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

ST. DAVID'S NATIONAL SCHOOL



*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*

*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

ST. DAVID'S NATIONAL SCHOOL



<ul style="list-style-type: none">• Create and develop games with a partner or with a small group <i>Striking, kicking, throwing and catching games</i>• Play small-sided (mini versions of games e.g. mini basketball)	<ul style="list-style-type: none">• Play playground games <i>Prison ball, chasing games, tunnel ball a racquet or bat to a partner, who</i>
Strand Unit: Understanding and appreciation of games	
The child should be enabled to	

ST. DAVID'S NATIONAL SCHOOL



- 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

- Adapt rules to modify games and keep scores

Strand: Outdoor and Adventure Activities

ST. DAVID'S NATIONAL SCHOOL



Strand Unit: Walking

The child should be enabled to

- Undertake walks

Strand Unit: Orienteering

The child should be enabled to

- Identify symbols for familiar features on a map of a familiar area
- Undertake a star orienteering activity
Finding one control marked on a map,

ST. DAVID'S NATIONAL SCHOOL



<p><i>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</i></p>	<p><i>recording a symbol found at this control and returning to base before setting out to find the next control</i></p>
<p>Strand Unit: Outdoor Challenges</p>	
<p>The child should be enabled to</p> <ul style="list-style-type: none">• Undertake simple co-operative (trust) activities	

ST. DAVID'S NATIONAL SCHOOL



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

5TH AND 6TH CLASSES:

ST. DAVID'S NATIONAL SCHOOL



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

Relays

- Practise baton change-over technique while moving in teams of four

ST. DAVID'S NATIONAL SCHOOL



Running with a partner or group and crossing low obstacles, varying the pace of the run

Sprinting

- Sprint distances of 50 – 70m, developing good acceleration and finishing technique
- Practise reaction sprints
- Practise the standing start

- 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)
- Participate in team relays in small groups
Shuttle relays, circle, (Parlauf) relays

ST. DAVID'S NATIONAL SCHOOL



<ul style="list-style-type: none">• Practise shuttle sprints (repeat sprints) over a distance of 30m	
Strand Unit: Jumping	
<p>The child should be enabled to</p> <ul style="list-style-type: none">• Explore skipping activities individually and as part of a group, with or without a rope• Explore the various ways of jumping, to	<ul style="list-style-type: none">• Practise the standing jump for distance• Develop a short approach run when taking off from one foot

ST. DAVID'S NATIONAL SCHOOL



include taking off from one foot and landing on two feet	<i>Taking three, five or seven strides and jumping for distance</i>
Strand Unit: Throwing	
The child should be enabled to <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Develop a standing putting technique with turn• Develop the discus throw using a quoit <i>Practising the grip, swing and release technique</i>

ST. DAVID'S NATIONAL SCHOOL



- Develop the shot put or throw from a standing position, using a medium-sized ball

ST. DAVID'S NATIONAL SCHOOL



Strand Unit: Understanding the 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
- 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

ST. DAVID'S NATIONAL SCHOOL



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

ST. DAVID'S NATIONAL SCHOOL



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

Strand: Dance



Strand Unit: Exploring, 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

- develop work with a group
following and imitating

meeting and parting

copying and contrasting

ST. DAVID'S NATIONAL SCHOOL



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

- 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

ST. DAVID'S NATIONAL SCHOOL



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

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)

ST. DAVID'S NATIONAL SCHOOL



<p>sensitivity to a broader range of stimuli <i>aural (music, words), visual (painting, photographs, objects), tactile (scarves, leaves), ideas (emigration, colours)</i></p>	<ul style="list-style-type: none">• show increased poise, balance, control and co-ordination while moving and stopping• perform dances showing concentration and awareness of others.
Strand Unit: Understanding appreciation of dance	
<p>The child should be enabled to</p> <ul style="list-style-type: none">• observe, describe and discuss own dance	<ul style="list-style-type: none">• interpret a mood or emotion seen in

ST. DAVID'S NATIONAL SCHOOL



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

dance

- become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance

ST. DAVID'S NATIONAL SCHOOL



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

ST. DAVID'S NATIONAL SCHOOL



identifying sections of a dance in binary form

Strand: Gymnastics



Strand Unit: Movement

The child should be enabled to

- Develop the basic movement of actions of running, stopping, jumping, rolling, climbing, transferring weight, balancing, swinging, twisting and turning using a variety of body parts while exploring space
- Develop body awareness through variations of direction, pathways, levels, shape, speed and effort
- 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

ST. DAVID'S NATIONAL SCHOOL



*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*

*Travelling around, in and out of hoops
Travelling along, across and around equipment
Balancing*

- Absorb energy to avoid shock when landing
Keeping the back straight, bending the knees
- Develop good body tension and posture through gymnastic positions and

ST. DAVID'S NATIONAL SCHOOL



	movements
Strand Unit: Understanding and appreciation of gymnastics	
The child should be enabled to	
<ul style="list-style-type: none">• Talk about movement and ask and answer questions about it <i>Identifying body parts used in movement</i> <i>Identifying qualities of a balance (wide, narrow, curled, stretched)</i> <i>Contrasting travelling movements that are fast with slow travelling movements</i>	<ul style="list-style-type: none">• Develop awareness of others when using apparatus

ST. DAVID'S NATIONAL SCHOOL



--	--

Strand: Games

Strand Unit: Sending, receiving and travelling	
The child should be enabled to	
Ball handling <ul style="list-style-type: none">• Begin to develop ball-handling skills <i>Rolling a ball to a partner or at a large target</i>	Carrying and Striking <ul style="list-style-type: none">• Begin to develop carrying and striking skill

ST. DAVID'S NATIONAL SCHOOL



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

Carrying a beanbag on different body parts (e.g. palm of hand, back of hand, head)

Carrying a beanbag on a small bag 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

ST. DAVID'S NATIONAL SCHOOL



<i>stopping it</i>	<i>a bat and retrieving it Striking a softball against a wall using the hand or bat</i>
Strand Unit: Creating and playing games	
The child should be enabled to	
<ul style="list-style-type: none">• Create and develop games in pairs <i>Rolling a ball at a target Kicking a ball to a partner through a 'goal'</i>	<ul style="list-style-type: none">• Play simple playground games <i>Cat and mouse, keep the basket full, fox and geese, hot ball</i>

ST. DAVID'S NATIONAL SCHOOL



Strand Unit: Understanding and appreciation of games

The child should be enabled to

- | | |
|--|--|
| <ul style="list-style-type: none">• Talk about and develop movement skills relevant to games
<i>Running, jumping, chasing and skipping</i>• Develop problem-solving and decision-making strategies
<i>Watching the flight of a ball through the air</i> | <ul style="list-style-type: none">• Apply simple rules to games
Having three opportunities to throw a ball at a target before a partner takes a turn |
|--|--|

ST. DAVID'S NATIONAL SCHOOL



<i>before receiving it</i> <i>Inventing a sequence of activities using a bat and ball, including low and high bounces</i> <i>Bouncing on the bat or off the ground</i>	
--	--

Strand: Outdoor and Adventure Activities

Strand Unit: Walking	
The child should be enabled to	

ST. DAVID'S NATIONAL SCHOOL



<ul style="list-style-type: none">• Undertake short walks within or adjacent to the school grounds	<ul style="list-style-type: none">• Find an object in a confined area of the school site, given simple clues <i>Participating in a treasure hunt</i>
Strand Unit: Orienteering	
<p>The child should be enabled to</p> <ul style="list-style-type: none">• Identify areas of the hall, playing field or school site <i>Engaging in activities to encourage the child to begin 'to find the way' i.e. identify the</i>	<p><i>Following directions, e.g. forward, backwards, left, right</i> <i>Going to features identified by photographs or pictures, finding the symbol (control) at</i></p>

ST. DAVID'S NATIONAL SCHOOL



<i>front, back, left or right of the hall</i>	<i>that feature and recording it simply</i>
Strand Unit: Outdoor challenges	
<p>The child should be enabled to</p> <ul style="list-style-type: none"> • Undertake adventure trails <i>Stepping across markers, then across raised markers to cross an imaginary stream, i.e. stepping stones</i> 	<ul style="list-style-type: none"> • Undertake simple co-operative (trust) activities) <i>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)</i>

ST. DAVID'S NATIONAL SCHOOL



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