

Re-presented Content Objectives: Physical Education

Third Class - Sixth Class

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Re-presented content objectives: Physical Education is designed to give an overview of the content objectives in each strand and strand unit for Physical Education from Third Class to Sixth Class. It is not intended to replace the curriculum documents. It is still important that teachers would consult the curriculum when planning.

The child should be enabled to

	Third and Fourth Classes	Fifth and Sixth Classes
Walking	Walking, jogging or running over distance <i>As for previous class levels with further development to include:</i> 1.1.16 walk, jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes <i>running with a friend or group</i>	<i>As for previous class levels with further development to include:</i> 1.1.24 jog or run in a non-competitive setting for periods extending from 30 seconds to 5 minutes <i>running with a partner or group and crossing low obstacles, varying the pace of the run</i>
Sprinting	Sprinting <i>As for previous class levels with further development to include:</i> 1.1.17 sprint distances of 30 to 60 m, developing good acceleration and finishing technique	<i>As for previous class levels, with further development to include:</i> 1.1.25 sprint distances of 50-70 m, developing good acceleration and finishing technique 1.1.26 practise shuttle sprints (repeat sprints) over a distance of 30m
Relays	Relays <i>As for previous class levels with further development to include:</i> 1.1.18 practise baton change-over technique while stationary, with a partner, developing into practice with a team of four 1.1.19 practise baton change-over technique while moving slowly, with a partner, developing into practice with a team of four 1.1.20 practise the standard relay (i.e. four children per team, using a baton) in a straight line 1.1.21 participate in team relays or shuttle relays in small groups, using various means of travelling <i>running, skipping, hopping, bouncing</i>	<i>As for previous class levels, with further development to include:</i> 1.1.27 practise baton change-over technique while moving in teams of four 1.1.28 participate in a relay in a straight line using a baton, with four children per team 1.1.29 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 1.1.30 participate in team relays in small groups <i>shuttle relays, circle (Parlauf) relays</i>

The child should be enabled to

	Third and Fourth Classes		Fifth and Sixth Classes	
	Hurdling			
Hurdling	1.1.22 run a distance of 20 to 40 m over evenly spaced hurdles (30-40 cm high approximately)		1.1.31 run a distance of 40-60 m over evenly spaced hurdles (40-50 cm high approximately)	
	1.1.23 practise the technique of hurdling <i>developing the lead leg and running three strides between hurdles</i>		1.1.32 practise the technique of hurdling <i>developing efficient use of the lead leg and trail leg running three strides between each hurdle</i>	
			1.1.33 run a distance of 150 m approximately over unevenly spaced hurdles (30 cm high approximately)	

The child should be enabled to

	Third and Fourth Classes		Fifth and Sixth Classes	
	Jumping			
Jumping	1.2.5 explore skipping activities individually and as part of a group, with or without a rope			
	1.2.6 explore the various ways of jumping, to include taking off from one foot or two feet and landing on two feet			
	1.2.7 practise the standing jump for distance and height			
	1.2.8 develop a short approach run when taking off from one foot <i>taking three or five strides and jumping for distance</i>		1.2.10 develop a short approach run when taking off from one foot <i>taking three, five or seven strides and jumping for distance</i>	
	1.2.9 practise jumping for height over an obstacle (40 cm high approximately), developing a short approach run <i>experimenting with alternate legs for take-off and using basic technique (scissors technique).</i>		1.2.11 practise jumping for height over an obstacle (50-60 cm high approximately), developing a short approach run <i>using basic technique (scissors technique).</i>	

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Physical education>>1. Athletics>1.3. Throwing

The child should be enabled to

Throwing	Third and Fourth Classes		Fifth and Sixth Classes	
	1.3.3 develop the over-arm (javelin) throw from a standing position, using a beanbag, ball or foam javelin			
	1.3.4 develop a short approach run (e.g. three strides) before releasing the throwing implement		1.3.7 develop a short, fast approach run before releasing the throwing implement <i>taking three, five or seven strides and releasing the implement</i>	
	1.3.5 begin to throw (put) a medium-sized ball or primary shot from a standing position		1.3.8 develop the shot put or throw from a standing position, using a medium-sized ball or primary shot 1.3.9 develop a standing putting technique with turn	
	1.3.6 begin to throw a quoit or primary discus, practising the grip, swing and release techniques.		1.3.10 develop the discus throw using a quoit or primary discus, practising the grip, swing and release techniques	

Third Class – Sixth Class

Physical education>>1. Athletics>1.4. Understanding and appreciation of athletics

The child should be enabled to

Understanding and appreciation of athletics	Third and Fourth Classes	Fifth and Sixth Classes
	1.4.7 develop an understanding of pace <i>setting personal challenges when running over distance by measuring and recording the distance run at intervals of 30 seconds to establish an even pace</i>	1.4.12 develop a better understanding of speed, strength, control and co-ordination <i>practising varying pace over a 'distance' run performing a controlled release of throwing implements to improve accuracy and distance of throw</i>
	1.4.8 describe and discuss movement and ask and answer questions about it <i>discussing the effect of running three strides between each hurdle</i>	<i>discussing the effect of lengthening the approach run before throwing or jumping</i>
	1.4.9 develop an understanding of the rules of athletics <i>implementing a modified change-over zone to introduce the rule of baton change-over</i>	. . . and apply them in suitable competitive situations <i>implementing a 'throwing line', beyond which the child may not step when releasing the throwing implement</i>
	1.4.10 measure an achievement <i>comparing the length of a standing long jump to a jump with an approach run</i>	<i>measuring a standing throw and a throw taken using an approach run and comparing the difference</i>
	1.4.11 analyse personal performance and performance of a partner in athletic activities <i>observing good technique when hurdling.</i>	1.4.13 discuss personal performance and performance of a partner in athletic activities <i>advising a partner on ways of throwing longer, sprinting faster, jumping higher</i>
		1.4.14 know about and participate in local organisations and clubs involved in the provision of athletic activities and facilities
		1.4.15 begin to acquire an understanding of training to prepare for performance in selected track and field events
		1.4.16 become aware of athletic events and athletes locally, nationally and internationally

Third Class – Sixth Class

Physical education>>2. Dance>2.1 Exploration, creation and performance of dance

The child should be enabled to

Exploration, creation and performance of dance	Third and Fourth Classes	Fifth and Sixth Classes
	<p>2.1.23 explore more complex movements of body parts and body actions, to include weight transference <i>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</i></p> <p>2.1.24 explore further different levels, pathways, shapes and directions in space <i>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</i></p>	<p>2.1.34 create and perform a more complex range of movements <i>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</i></p>
	<p>2.1.25 continue to explore an increased range of dynamics in movement <i>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</i></p>	
	<p>2.1.26 explore and communicate through body movements a range of moods and feelings <i>expressing joy, anger, sorrow</i></p>	<p>2.1.35 communicate through movement a range of moods or feelings <i>working with a partner, explore the use of body shape and eye contact to convey friendship or isolation</i></p>

Third Class – Sixth Class

Physical education>>2. Dance>2.1 Exploration, creation and performance of dance (contd.)

The child should be enabled to

Exploration, creation and performance of dance	Third and Fourth Classes	Fifth and Sixth Classes
	2.1.27 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) <i>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</i>	2.1.36 create, practise and perform longer and more complex dances with clear dance forms <i>narrative: unfolding a story or idea (March to Kinsale)</i> <i>AB (where A represents the first section and B a second, contrasting section but both have a 'common thread'): binary form</i> <i>ABA (as above but returning to A): ternary form</i>
	2.1.28 respond with increasing sensitivity and imagination in movement to stimuli such as words, stories, poems, pictures and music <i>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</i>	2.1.37 choose and respond with increasing sensitivity to a broader range of stimuli <i>aural (music, words), visual (painting, photographs, objects), tactile (scarves, leaves), ideas (emigration, colours)</i>
	2.1.29 develop work with a partner and begin to work in small groups <i>following and imitating a partner</i> <i>meeting and parting</i> <i>copying and contrasting</i>	2.1.38 develop work with a group <i>following and imitating</i> <i>meeting and parting</i> <i>copying and contrasting</i>
	2.1.30 perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement <i>walking, running and jumping sequences coordinated with a range of arm, head and upper body movement</i>	2.1.39 learn and perform a range of steps and movements to rhythms and musical phrases

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Physical education>>2. Dance>2.1 Exploration, creation and performance of dance (contd.)

The child should be enabled to

Exploration, creation and performance of dance	Third and Fourth Classes	Fifth and Sixth Classes
	2.1.31 perform a variety of selected Irish dances and folk dances that use frequent changes of formation <i>Harvest Time Jig, Ionsaí na hInse, Shoemaker's Dance, German Clap Dance, Hazel Nut Dance</i>	2.1.40 perform a variety of selected Irish and folk dances that use frequent changes of formation <i>two-hand reel, Haymaker's Jig, Rakes of Mallow, Staicín Eorna, a local set dance</i> <i>(La Vinca) Italian folk dance, French peasant dance</i> 2.1.41 explore and experiment with the use of costume and props (e.g. masks) to enhance creation and performance of dance
	2.1.32 show increased poise, balance, control and co-ordination while moving and stopping	
	2.1.33 perform to music, showing a sensitivity to rhythm changes and phrasing <i>pausing appropriately, anticipating the next phrase</i>	2.1.42 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) 2.1.43 perform dances showing concentration and awareness of others

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Physical education>>2. Dance>2.2 Understanding and Appreciation of dance

The child should be enabled to

Understanding and Appreciation of dance	Third and Fourth Classes	Fifth and Sixth Classes
	<p>2.2.5 observe, describe and discuss own dance and dance of others</p> <p><i>viewing professional dancers live or through video recordings where possible</i></p> <p><i>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</i></p> <p><i>commenting on body control and facial expression of a dancer</i></p> <p><i>comparing and contrasting the movements of folk dances from two different countries</i></p>	<p>(including professional dancers, live or video recordings)</p> <p><i>examining the use of movement to communicate meaning and mood</i></p> <p><i>commenting on the originality of the dance</i></p> <p><i>identifying the compositional techniques used</i></p> <p><i>identifying the structure and form of a dance</i></p> <p><i>examining the use of props or costumes</i></p> <p><i>selecting music or other forms of accompaniment</i></p> <p><i>examining the origins of folk dance and the role that dance plays in different cultures and traditions</i></p>
	2.2.6 identify the beginning, middle and end of a dance and moments when unison or canon occur	2.2.8 identify the techniques used in a dance and the form of the dance <i>identifying moments when unison and canon occur</i> <i>identifying sections of a dance in binary form</i>
	2.2.7 interpret a mood or emotion seen in dance <i>dragging feet, downcast head implying sad, miserable feeling</i> <i>bouncing steps, arms swinging implying happy, joyful mood.</i>	
		2.2.9 become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance.

The child should be enabled to

Movement	Third and Fourth Classes	Fifth and Sixth Classes
	3.1.16 practise and perform forward and backward rolls with control	3.1.23 practise and perform a range of skills <i>forward and backward rolls, headstand, handstand, cartwheel</i>
	3.1.17 begin to practise headstand and/or handstand	
	3.1.18 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 hands and lowering the body into a forward roll</i>	
	3.1.19 show increased control in take-off, flight and landing	3.1.24 show controlled take-off, flight and landing
	3.1.20 select and link a range of movement actions to travel on the floor and on apparatus <i>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</i>	3.1.25 select and link a range of gymnastic actions to travel on the floor and on apparatus <i>jumping from a bar-box and rolling across a mat jumping from a bench, turning to face the bench and rolling backwards</i>
	3.1.21 produce and perform sequences with a partner on the floor and using apparatus <i>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</i>	3.1.26 produce and perform more complex sequences with a partner on the floor and using apparatus <i>leading and following movements mirroring movements contrasting movements balancing and counterbalancing supporting and assisting a partner in some gymnastic movements</i> 3.1.27 produce group sequences
	3.1.22 develop good body tension and posture through gymnastic positions and movements.	3.1.28 improve quality in body performance, notably in extension, body tension and clarity of body shape.

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Physical education>>3. Gymnastics>3.2 Understanding and Appreciation of Gymnastics

The child should be enabled to

Understanding and Appreciation of Gymnastics	Third and Fourth Classes	Fifth and Sixth Classes
	<p>3.2.5 observe, describe and ask and answer questions about movement</p> <p><i>evaluating and providing feedback on a partner's individual sequence</i></p> <p><i>evaluating a sequence performed by other children</i></p>	<p><i>observing balances that are curled, stretched, twisted, symmetrical or asymmetrical</i></p> <p><i>observing speed of movements (accelerating, decelerating)</i></p> <p><i>considering appropriate music to link sequences of movement</i></p> <p><i>describing the movements used in another group's sequence</i></p>
	<p>3.2.6 develop the ability to lift, carry, set up, dismantle and store apparatus correctly and safely</p>	
	<p>3.2.7 develop awareness of others when using apparatus</p>	
		<p>3.2.8 become aware of local organisations and clubs that promote gymnastics</p> <p>3.2.9 become aware of local, national and international gymnasts and gymnastic events</p>

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Physical education>>4. Games>4.1 Sending, Receiving and Travelling

The child should be enabled to

Sending, Receiving and Travelling	Third and Fourth Classes	Fifth and Sixth Classes
	practise skills previously experienced	
	<p>Ball handling</p> <p>4.1.7 develop and practise a range of ballhandling skills <i>throwing and catching a large round or oval ball or a small ball while moving</i> <i>throwing at or into a small target (e.g. a basket, a net)</i> <i>bowling at a target (e.g. a bat, skittles, a goal)</i> <i>gathering a large oval or round ball or a small ball off the ground while moving</i></p>	<p>4.1.10 develop further and extend ball-handling skills <i>passing a round or oval ball to a partner while stationary or moving</i> <i>using a chest pass, overhead pass, bounce pass, spin pass, pop pass or sweep pass where appropriate</i> <i>moving to receive a ball</i></p>
	<p>Kicking</p> <p>4.1.8 develop and practise a range of kicking skills <i>picking up a stationary or moving ball into the hands, using the foot</i> <i>dribbling a ball around obstacles</i> <i>passing and shooting the ball at a target</i> <i>kicking a ball on the ground or through the air and moving into position to receive a pass</i> <i>kicking a ball through the air over a short distance to reach a partner, i.e. a kick pass</i></p>	<p>4.1.11 develop further and extend kicking skills <i>kicking a ball on the ground or through the air under pressure from an oncoming player</i> <i>chipping a ball to a partner</i> <i>walking or jogging and toe-tapping (solo) with a ball</i> <i>taking a penalty kick</i> <i>drop-kicking a ball</i> <i>stepping and drop-kicking a ball</i> <i>controlling a ball in the air with inside of the foot</i> <i>volleying a ball with the foot</i> <i>taking steps and kicking the ball from the hands, i.e. punt-kick</i> <i>dribbling and changing the pathway taken by turning or twisting</i> <i>shooting at a small target</i></p>

Third Class – Sixth Class

Physical education>>4. Games>4.1 Sending, Receiving and Travelling (contd.)

The child should be enabled to

	Third and Fourth Classes	Fifth and Sixth Classes
Sending, Receiving and Travelling	Carrying and striking 4.1.9 develop and practise a range of carrying and striking skills <i>from a stationary position, bouncing or striking a ball or shuttlecock on a racquet (forehand and backhand alternately) into the air without allowing it to touch the ground</i> <i>repeating the above while moving</i> <i>striking a ball over-arm against a wall using the hand</i> <i>dribbling a ball around obstacles using a hurley or hockey stick</i> <i>fisting a ball through the air to a partner, who catches and returns it using a bounce pass or an under-arm throw</i> <i>striking a ball using a racquet or bat to a partner, who returns it using an under-arm throw</i> <i>striking a ball using a racquet or bat to a partner, who strikes it back with the ball bouncing once between each strike</i>	4.1.12 develop further and extend carrying and striking skills <i>volley-passing a ball (volleyball)</i> <i>volley-serving a ball (volleyball)</i> <i>practising the dig technique (volleyball)</i> <i>serving under-arm with a ball or shuttlecock</i> <i>striking a ball with a racquet without letting it bounce, i.e. volley</i> <i>bouncing or balancing a ball on a hurley while moving, i.e. 'solo' run</i> <i>striking a moving ball with a hurley</i> <i>jab-lifting a ball with a hurley</i> <i>stopping, controlling and striking a ball using a hockey stick</i> <i>striking a ball at a target using a hockey stick</i>

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Physical education>>4. Games>4.2>Creating and Playing Games

The child should be enabled to

Creating and Playing Games	Third and Fourth Classes	Fifth and Sixth Classes
	4.2.6 create and develop games with a partner or with a small group <i>striking, kicking, throwing and catching games</i>	as for Third and Fourth classes with further development to include: <i>bowling games</i>
	4.2.7 play playground games <i>-as for previous classes with further development to include: prison ball, tunnel ball.</i>	<i>wheel relay, hunt the beanbag.</i>
	4.2.8 play small-sided (mini) versions of games <i>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</i>	<i>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</i>

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Physical education>>4. Games>4.3 Understanding and Appreciation of Games

The child should be enabled to

Understanding and Appreciation of Games	Third and Fourth Classes	Fifth and Sixth Classes
	4.3.8 discuss and improve control in movement skills relevant to games <i>running, jumping, changing speed, stopping and starting</i>	as for previous classes with further development to include: <i>turning</i>
	4.3.9 develop an increased understanding of use of space <i>moving to an open space away from an opponent and seeking a pass</i>	4.3.12 develop an understanding of the use of space in mini-games <i>moving forward and avoiding 'crowding' when in possession or attacking a goal or basket</i>
	4.3.10 develop problem-solving and decision-making strategies, and an understanding of the tactics and strategies for use in modified games situations <i>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</i>	4.3.13 develop an understanding of the tactics and strategies for use in mini-games <i>applying principles of defence and attack including contact and dispossession (tackling) skills, evading and marking an opponent displaying basic teamwork in mini-games</i>
	4.3.11 adapt rules to modify games and keep scores	4.3.14 adapt rules for use in mini-games and keep scores of games 4.3.15 develop the ability to officiate at games
		4.3.16 avail of opportunities in the community to participate in games 4.3.17 begin to acquire an understanding of training to prepare for performance in games 4.3.18 become aware of games events and players locally, nationally and internationally

Third Class – Sixth Class

Physical education>>5. Outdoor and Adventure Activities>5.1 Walking, Cycling and Camping Activities

The child should be enabled to

Walking, Cycling and Camping Activities	Third and Fourth Classes	Fifth and Sixth Classes
	<p>Walking</p> <p>5.1.5 undertake forest walks</p> <p><i>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).</i></p>	<p><i>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)</i></p>
	<p>Cycling and Camping Activities</p>	<p>5.1.6 develop a range of cycling skills <i>understand and apply cycling safety skills</i> <i>undertake a journey by bicycle where appropriate</i></p> <p>5.1.7 prepare for camping or bivouacking <i>examining the design and construction of shelters from natural or improvised materials</i> <i>using camping stoves</i> <i>pitching a tent</i> <i>undertaking a camping trip to a suitable location</i></p>

The child should be enabled to

Orienteering	Third and Fourth Classes	Fifth and Sixth Classes
	<p>5.2.3 identify symbols for familiar features on a map of a familiar area <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'</i> <i>undertaking a journey following a chosen route and drawing it on a plan</i> <i>choosing a route and leading a partner, who draws the route taken on a plan</i> <i>finding controls by recognising and finding familiar features from photographs</i></p>	<p>5.2.5 find controls on the school site, using a map or plan <i>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)</i></p>
	<p>5.2.4 undertake a star orienteering activity <i>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.</i></p>	<p>5.2.6 undertake a memory star orienteering course <i>checking a map at base, working out how to find the control, then leaving the map behind while visiting the control</i></p>
		<p>5.2.7 undertake point-to-point orienteering <i>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?)</i></p> <p>5.2.8 undertake score orienteering <i>working in groups within a time limit, visiting all the controls; the various controls are given different 'score' values.</i></p>

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Physical education>>5. Outdoor and Adventure Activities>5.3 Outdoor challenges and Water-based activities

The child should be enabled to

Outdoor Challenges and Water-based Activities	Third and Fourth Classes	Fifth and Sixth Classes
	<p>5.3.5 undertake an adventure trail <i>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</i></p>	<p><i>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</i></p>
	<p>5.3.6 undertake simple co-operative (trust) activities <i>standing on a plank with a group of children and re-arranging the group in alphabetical order without touching the ground (shuffle pack activity)</i></p>	<p>5.3.7 undertake co-operative (trust) activities <i>using raised obstacles of varying heights and sizes to cross an imaginary river with help from a partner (stepping-stones)</i></p>
		<p>5.3.8 undertake physical challenges <i>climbing wall bars, using three points of contact*</i> <i>crossing appropriate ropes using hands and feet*</i> <i>*activities usually available at outdoor centres or specially equipped gymnasiums.</i></p>
		<p>Water-based activities 5.3.9 experience an introductory session in basic canoeing or sailing <i>using a local pool or adventure centre</i></p>

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Physical education>>5. Outdoor and Adventure Activities>5.4 Understanding and Appreciation of Outdoor and Adventure Activities

The child should be enabled to

Understanding and Appreciation of Outdoor and Adventure Activities	Third and Fourth Classes	Fifth and Sixth Classes
	5.4.4 develop positive attitudes towards caring for the environment <i>caring for living things</i> <i>disposing of litter appropriately</i>	<i>appreciating the need to protect the environment</i>
	5.4.5 plan, observe, describe and discuss activities outdoors <i>planning courses for adventure activities</i> <i>discussing different options available for moving from one control to the next when orienteering</i>	<i>planning to collect controls in a group orienteering activity</i> <i>discussing how other individuals or groups completed their challenges</i>
		5.4.6 discuss the safety aspects of activities undertaken <i>identifying appropriate safety measures when engaged in activities outside the school site</i>

The child should be enabled to

	Third and Fourth Classes	Fifth and Sixth Classes
Hygiene	6.1 Hygiene 6.1.1 appreciate the importance of hygiene when using the pool <i>using the footbath, shower, toilet</i> <i>keeping the pool area clean.</i>	
Water Safety	6.2 Water Safety 6.2.1 observe the rules of the local pool 6.2.2 recognise hazards of water <i>depth, currents, tides, weather conditions, pollution, hypothermia</i> 6.2.3 identify correct procedure for dealing with hazards <i>practising personal survival skills (e.g. safe entries, HELP, huddle, treading water)</i> <i>summoning assistance in an emergency while maintaining own safety</i> <i>demonstrating on land or in the pool environment a reaching and throwing rescue.</i>	
Entry to and exit from water	6.3 Entry to and exit from the water 6.3.1 enter the water <i>using the steps or ladder</i> <i>by sitting, turning and slipping into the water; by stepping in from the poolside;</i> <i>by stepping in and placing the face in the water with comfort:</i> <i>blowing bubbles while the mouth is in the water</i> <i>picking up lightweight objects from the bottom of the pool with the eyes open</i> <i>looking at a partner under water</i> <i>by jumping into the water; by diving in: surface or plunge dive (sitting, crouching, standing)</i> 6.3.2 climb out of the water <i>using steps</i> <i>getting out with support</i> <i>going directly onto the side.</i>	

The child should be enabled to

	Third and Fourth Classes	Fifth and Sixth Classes
Buoyancy and propulsion	<p>6.4 Buoyancy and Propulsion</p> <p>6.4.1 walk in shallow water <i>walking making patterns</i> <i>walking to a rhythm, changing direction on a heavy beat</i> <i>negotiating a person or obstacle</i></p> <p>6.4.2 jump, side-step or run across the pool <i>relay races: children jump or side-step or run across the pool</i></p> <p>6.4.3 observe that some objects float and others sink <i>blowing, nosing or heading objects (ball, toy, ducks) around floating objects</i></p> <p>6.4.4 practise balance, rotation and recovery exercises with and without float <i>regaining standing position from the prone or supine position</i> <i>rolling over from the prone or supine position</i> <i>floating forming wide and narrow shapes in prone or supine position</i> <i>linking shapes to form sequences</i> <i>floating in mushroom shape</i> <i>turning through 360 degrees horizontally or vertically</i></p> <p>6.4.5 explore use of arms and legs to travel in water <i>kicking like a frog</i> <i>playing Simon Says game, where activities are matched to abilities</i> <i>practising sculling in prone or supine position, head first, feet first</i> <i>chasing games (e.g. What Time Is It, Mr Shark? Crows and Cranes)</i></p> <p>6.4.6 glide forward or backwards along the surface in a stretched position</p> <p>6.4.7 glide to the bottom of the pool</p>	
	<p>6.5 Stroke Development</p> <p>6.5.1 develop a selection of swimming strokes <i>front crawl, backstroke, breast stroke, butterfly</i></p>	

The child should be enabled to

	Third and Fourth Classes	First and Second Classes
Water-based ball games	6.6 Water-based ball games 6.6.1 participate in pair and group play <i>throwing and catching a ball, including using a one-arm throw</i> <i>over and under game, where a ball is passed along a line over heads and under legs</i> <i>water push-ball</i>	
Understanding and Appreciation of Aquatics	6.7 Understanding and Appreciation of Aquatics 6.7.1 understand basic hygiene procedures 6.7.2 appreciate the dangers of water 6.7.3 understand how to stay safe in water 6.7.4 develop an increased understanding of flotation 6.7.5 develop an appreciation of the freedom of movement in water 6.7.6 extend knowledge of swimming strokes 6.7.7 discuss a wide range of aquatic activities <i>water polo, synchronised swimming, lifesaving</i> 6.7.8 become aware of local organisations and clubs that promote aquatics	
	<p>NCCA would like to acknowledge the work of the Primary Curriculum Support Programme (PCSP) and the School Development Planning Support (SDPS) who developed similar resources for curriculum support in the past. This document, <i>Re-presented Content Objectives: Physical Education</i>, which was developed by NCCA draws on the original work of the Primary Professional Development Service (PPDS) who designed and developed ‘glance cards’ which highlighted key curriculum content and the progression in objectives from infants to 6th class. We would like to thank them for their contribution to the early stages of our work in re-presenting the curriculum.</p>	