

## Physical Education

### Curriculum 'Glance Cards'

A fundamental principle of the curriculum is that children's current understanding and knowledge should form the basis for new learning. The curriculum is designed to follow an incremental approach to teaching and learning by increasing the complexity of concepts as the child progresses through the primary school. The content objectives outlined in each of the strand units observe a spiral progression as the curriculum advances from infants to sixth class.

These curriculum "glance cards" were designed to provide a one-page overview of the content objectives in each strand unit for all class levels. **It is not intended that these glance cards replace the curriculum documents** but that rather they will provide an immediate snapshot of how particular concepts are developed from infants to sixth class.

Teachers are advised to pay particular attention to this feature of the curriculum when planning their work. It is important that teachers are fully aware of the level of knowledge and understanding required of the child in previous class levels as it will inform current planning. It is also important that teachers are familiar with what the children will be learn after the present class level so that they can prepare the child adequately for further learning. Awareness of the curriculum content which precedes and follows the current class content ensures progression in teaching and learning, and minimises unnecessary duplication.

Teachers may find this useful when they are engaging in continuing professional development, or when they are planning for teaching and learning. However, **it is essential that teachers consult the curriculum documents when engaging in planning as the content objectives are expanded upon in the context of the various class levels.**

It is also assumed that every content objective in these cards is preceded by "**The child will be enabled to....**" as is stated in the curriculum. Where it appears that a content objective applies to junior classes and is discontinued in higher class levels, it is intended that teachers continue to explicitly teach these concepts if the required level of understanding has not been reached. If the learning objective has been realised, the teacher will endeavour to maintain and consolidate the learning.

**Strand: Athletics**
**Strand unit: Running**

Infants	First and second	Third and fourth	Fifth and sixth
<i>Walking, jogging or running over distance</i>	<i>Walking, jogging or running over distance</i>	<i>Walking, jogging or running over distance</i>	<i>Walking, jogging or running over distance</i>
Walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds	Walk or jog in a non-competitive setting for periods extending from 30 seconds to two minutes	Walk, jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes	Jog or run in a non-competitive setting for periods extending from 30 seconds to 5 minutes
<i>Sprinting</i>	<i>Sprinting</i>	<i>Sprinting</i>	<i>Sprinting</i>
Sprint distances of 10 to 20 m.  Practise reaction sprints  Practise the standing start	Sprint distances of 20 to 30 m with the emphasis on sustained effort throughout the sprint  Practise reaction sprints  Practise the standing start	Sprint distances of 30 to 60 m, developing good acceleration and finishing technique  Practise reaction sprints  Practise the standing start	Sprint distances of 50–70 m, developing good acceleration and finishing technique  Practise reaction sprints  Practise the standing start  Practise shuttle sprints (repeat sprints) over a distance of 30 m
<i>Relays</i>	<i>Relays</i>	<i>Relays</i>	<i>Relays</i>
Participate in a pair relay using a beanbag  Participate in team relays, in small groups, using various means of travelling	Participate in a pair relay using a beanbag, developing simple technique  Participate in team relays or shuttle relays in small groups, using various means of travelling	Participate in a pair relay using a beanbag, developing simple technique  Practise baton change-over technique while stationary, with a partner, developing into practice with a team of four  Practise baton change-over technique while moving slowly, with a partner, developing into practice with a team of four  Practise the standard relay (i.e. four children per team, using a baton) in a straight line.  Participate in team relays or shuttle	Practise baton change-over technique while moving in teams of four  Participate in a relay in a straight line using a baton, with four children per team  Participate in a standard relay (i.e. four children per team, using a baton) on an oval track, each child running a distance of 50 m approximately  Participate in team relays in small groups

		relays in small groups, using various means of travelling.	
<i>Hurdling</i>	<i>Hurdling</i>	<i>Hurdling</i>	<i>Hurdling</i>
<p>Run over flat markers</p> <p>Run over flat markers evenly spaced</p> <p>Run over low hurdles, i.e. less than 20 cm high</p> <p>Run over low hurdles, evenly spaced</p>	<p>Run over evenly spaced low hurdles (30 cm high approximately)</p> <p>Practise the technique of hurdling</p>	<p>Run a distance of 20 to 40 m over evenly spaced hurdles (30–40 cm high approximately)</p> <p>Practise the technique of hurdling.</p>	<p>Run a distance of 40–60 m over evenly spaced hurdles (40–50 cm high approximately)</p> <p>Practise the technique of hurdling.</p> <p>Run a distance of 150 m approximately over unevenly spaced hurdles (30 cm high approximately).</p>

**Strand : Athletics**
**Strand unit : Jumping**

Infants	First and second	Third and Fourth	Fifth and sixth
Practise skipping activities with and without ropes	Practise skipping activities with and without ropes	Explore skipping activities individually and as part of a group, with or without a rope	Explore skipping activities individually and as part of a group, with or without a rope
Experiment with various ways of jumping	Explore the various ways of jumping	Explore the various ways of jumping, to include taking off from one foot or two feet and landing on two feet	Explore the various ways of jumping, to include taking off from one foot and landing on two feet
	Practise the standing jump for distance and height	Practise the standing jump for distance	Practise the standing jump for distance
	Develop a short approach run when taking off from one foot	Develop a short approach run when taking off from one foot	Develop a short approach run when taking off from one foot
		Practise jumping for height over an obstacle (40 cm high approximately), developing a short approach run	Practise jumping for height over an obstacle (50–60 cm high approximately), developing a short approach run

## Strand: Athletics

## Strand unit: Throwing

Infants	First and second	Third and Fourth	Fifth and Sixth
Experiment with appropriate objects and methods of throwing, aiming for height and distance	Experiment with appropriate objects and methods of throwing, aiming for height and distance	Develop the over-arm (javelin) throw from a standing position, using a beanbag, ball or foam javelin	Develop the over-arm (javelin) throw from a standing position, using a beanbag, ball or foam javelin
		Develop a short approach run (e.g. three strides) before releasing the throwing implement	Develop a short, fast approach run before releasing the throwing implement
		Begin to throw (put) a medium-sized ball or primary shot from a standing position	Develop the shot put or throw from a standing position, using a medium-sized ball or primary shot
		Begin to throw a quoit or primary discus, practising the grip, swing and release techniques	Develop a standing putting technique with turn
			Develop the discus throw using a quoit or primary discus, practising the grip, swing and release techniques.

**Strand: Athletics**
**Strand unit: An understanding and an appreciation of athletics**

Infants	First and second	Third and fourth	Fifth and Sixth
Talk about movement and ask and answer questions about it	Describe and discuss movement and ask and answer questions about it	Describe and discuss movement and ask and answer questions about it	Describe and discuss movement and ask and answer questions about it
Develop an understanding of the basic rules of the individual athletic events	Develop an understanding of some of the basic rules of athletics	Develop an understanding of the rules of athletics	Develop an understanding of the rules of athletics and apply them in suitable competitive situations
	Develop an understanding of pace	Develop an understanding of pace	Develop a better understanding of speed, strength, control and co-ordination
		Measure an achievement comparing the length of a standing long jump to a jump  Analyse personal performance and performance of a partner in athletic activities	

**Strand: Dance**
**Strand unit: Exploration, creation and performance of dance**

Infants	First and Second	Third and Fourth	Fifth and Sixth
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	Explore and develop a greater range of movements of body parts and body actions, to include turning	Explore more complex movements of body parts and body actions, to include weight transference	Create and perform a more complex range of movements
Explore and create movement at different levels, using different pathways and forming different shapes in space	Explore further different levels, pathways and shape in space and begin to explore directions	Explore further different levels, pathways, shapes and directions in space	
Explore an appropriate range of dynamics in movement	Explore a range of dynamics in movement	Continue to explore an increased range of dynamics in movement	
Explore and communicate through simple body movement a range of moods or feelings	Explore and communicate through simple body movement a range of moods or feelings	Explore and communicate through body movements a range of moods and feelings expressing joy, anger, sorrow	Communicate through movement a range of moods or feelings
Create and perform simple dances with teacher's guidance	Create, practise and perform dances showing a clear beginning, middle and end	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)	Create, practise and perform longer and more complex dances with clear dance forms
Respond imaginatively through movement to stimuli such as words, stories, poems, pictures, music	Continue to respond imaginatively through movement to stimuli such as words, stories, poems, pictures, songs and music	Respond with increasing sensitivity and imagination in movement to stimuli such as words, stories, poems, pictures and music	Perform dances showing concentration and awareness of others.
Begin to develop work with a partner	Develop work with a partner	Develop work with a partner and begin to work in small groups	Develop work with a groups

Perform simple movements to given rhythmic and melodic phrases	Perform a range of simple steps and movements to given rhythmic and melodic phrases	Perform a range of steps and movements to rhythmic and melodic phrases, incorporating upper body movement	Learn and perform a range of steps and movements to rhythms and musical phrases Perform dances showing concentration and awareness of others.
Develop poise, balance and co-ordination while moving and stopping	Develop increased poise, balance and coordination while moving and stopping	Show increased poise, balance, control and co-ordination while moving and stopping.	Show increased poise, balance, control and co-ordination while moving and stopping
Begin to show sensitivity in movement to music	Develop an awareness of the relationship between music and movement, showing sensitivity in movement to rhythm and phrasing of music	Perform to music, showing a sensitivity to rhythm changes and phrasing	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)
	Perform a variety of selected Irish dances and folk dances	Perform a variety of selected Irish dances and folk dances that use frequent changes of formation	Perform a variety of selected Irish and folk dances that use frequent changes of formation  Perform dances showing concentration and awareness of others

**Strand: Dance**
**Strand unit: Understanding and appreciation of dance**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Talk about dance phrases	Observe, describe and discuss simple dances	Observe, describe and discuss own dance and dance of others	Observe, describe and discuss own dance and dance of others (including professional dancers, live or video recordings)
Interpret a mood or emotion observed in movement	Interpret a mood or emotion observed in dances movement	Interpret a mood or emotion seen in dance	Interpret a mood or emotion seen in dance
	Identify the sections of a dance as beginning, middle and end	Identify the beginning, middle and end of a dance and moments when unison or canon occur	
			Identify the techniques used in a dance and the form of the dance  Become aware of local organisations and community groups involved in dance and opportunities in the community to participate in dance.

**Strand : Gymnastics**
**Strand unit: Movement**

Infants	First and Second	Third and Fourth	Fifth and Sixth
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 the basic movement actions of balancing, rolling, turning, twisting, stretching, climbing and transferring weight using a variety of body parts while exploring space	Create and perform sequences of movement to develop body awareness with appropriate variations of direction, pathways, levels, shape, speed and effort	
Practise rocking and rolling activities leading to the forward roll	Practise and perform the forward roll with control	Practise and perform forward and backward rolls with control Begin to practise headstand and/or handstand	Practise and perform a range of skills
Develop body awareness through variations of direction, pathways, levels, shape, speed and effort	Begin to practise and perform the backward roll from initial rocking and rolling activities		
Develop body awareness through variations of direction, pathways, levels, shape, speed and effort	Continue to develop body awareness through further movement variations of direction, pathways, levels, shape, speed and effort		
Link skills to produce a short sequence of movement	Continue linking of movement skills to produce individual and pair sequences on the floor and using apparatus	Select and link a range of movement actions to travel on the floor and on apparatus	Select and link a range of gymnastic actions to travel on the floor and on apparatus
		Begin to practise headstand and/or handstand	
Begin to develop work with a partner		Produce and perform sequences with a partner on the floor and using apparatus	Produce and perform more complex sequences with a partner on the floor and using apparatus Produce group sequences
Begin to transfer work onto apparatus	Transfer floor work onto apparatus		
Absorb energy to avoid shock when landing	Show control in take-off and flight and develop the ability to absorb energy to avoid shock when landing	Show increased control in take-off, flight and landing	Show controlled take-off, flight and landing
Develop good body tension and posture through gymnastic positions and movements	Develop good body tension and posture through gymnastic positions and movements	Develop good body tension and posture through gymnastic positions and movements	Improve quality in body performance, notably in extension, body tension and clarity of body shape.

**Strand: Gymnastics**
**Strand unit: Understanding and appreciation of gymnastics**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Talk about movement and ask and answer questions about it	Observe and describe movement and ask and answer questions about it	Observe and describe movement and ask and answer questions about it	Observe, describe and ask and answer questions about movement
Develop the ability to lift, carry and place apparatus safely	Develop the ability to lift, carry and place apparatus correctly	Develop the ability to lift, carry and place apparatus correctly	Develop the ability to lift, carry and place apparatus correctly
Develop awareness of others when using apparatus	Develop awareness of others when using apparatus	Develop awareness of others when using apparatus	Develop awareness of others when using apparatus.
			Become aware of local organisations and clubs that promote gymnastics
			Become aware of local, national and international gymnasts and gymnastic events

**Strand: Games**
**Strand unit: Sending, receiving and travelling**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Begin to develop ball-handling skills	Practice skills previously experienced	Practise skills previously experienced	Practise skills previously experienced
	Develop and practise ball-handling skills	Develop and practise a range of ball handling skills	Develop further and extend ball-handling skills
Begin to develop kicking skills	Develop and practise kicking skills	Develop and practise a range of kicking skills	Develop further and extend kicking skills
Begin to develop carrying and striking skills	Begin to develop carrying and striking skills	Develop and practise a range of carrying and striking skills	Develop further and extend carrying and striking skills

**Strand: Games**
**Strand unit: Creating and playing games**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Create and develop games in pairs	Create and develop games in pairs	Create and develop games with a partner or with a small group	Create and develop games with a partner or with a small group
Play simple playground games	Play simple playground games	Play simple playground games	Play simple playground games
	Play small-sided (mini) versions of games	Play small-sided (mini) versions of games	Play small-sided (mini) versions of games

**Strand: Games**
**Strand unit: Understanding and appreciation of games**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Talk about and develop movement skills relevant to games	Discuss and develop control in movement skills relevant to games	Discuss and improve control in movement skills relevant to games	Discuss and improve control in movement skills relevant to games
Develop problem-solving and decision making strategies	Develop problem-solving and decision making strategies	Develop problem-solving and decision making strategies, and an understanding of the tactics and strategies for use in modified games situations	Develop an understanding of the tactics and strategies for use in mini-games
	Develop an understanding of the use of space	Develop an increased understanding of use of space	Develop an understanding of the use of space in mini-games
Apply simple rules to games	Apply simple rules to small-sided games	Adapt rules to modify games and keep scores	Adapt rules for use in mini-games and keep scores of games
			Develop the ability to officiate at games
			Avail of opportunities in the community to participate in games
			Begin to acquire an understanding of training to prepare for performance in games
			Become aware of games events and players locally, nationally and internationally.

**Strand: Outdoor and adventure activities**
**Strand unit: Walking**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Undertake short walks within or adjacent to the school grounds	Undertake short walks, outside the school site where possible	Undertake forest walks	Undertake forest walks
Find an object in a confined area of the school site, given simple clues	Find an object in a confined area of the school site, given simple clues		
			Develop a range of cycling skills
			Prepare for camping or bivouacking

**Strand: Outdoor and adventure activities**
**Strand Unit: Orienteering**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Identify areas of the hall, playing-field or school site	Identify areas of the hall, playing-field or school site	Identify symbols for familiar features on a map of a familiar area	Find controls on the school site, using a map or plan
	Find objects or areas by following a simple plan (set of drawings)	Undertake a star orienteering activity	Undertake a memory star orienteering course
			Undertake point-to-point orienteering
			Undertake score orienteering

**Strand: Outdoor and adventure activities**
**Strand Unit: Outdoor challenges**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Undertake adventure trails	Undertake adventure trails	Undertake an adventure trail	Undertake an adventure trail
Undertake simple co-operative (trust) activities	Undertake simple co-operative (trust) activities	Undertake simple co-operative (trust) activities	Under simple co-operative (trust) activities
			Undertake physical challenges

**Strand: Outdoor and adventure activities**
**Strand unit: Water-based activities**

Infants	First and Second	Third and Fourth	Fifth and Sixth
			Experience an introductory session in basic canoeing or sailing

**Strand: Outdoor and adventure activities**
**Strand unit: Understanding and appreciation  
of outdoor and adventure activities**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Begin to develop an appreciation of and respect for the environment	Begin to develop an appreciation of and respect for the environment explored	Develop positive attitudes towards caring for the environment	Develop positive attitudes towards caring for the environment
	Discuss the safety aspects of activities undertaken	Discuss the safety aspects of activities undertaken	Discuss the safety aspects of activities undertaken
		Plan, observe, describe and discuss activities outdoors	Plan, observe, describe and discuss activities outdoors

**Strand: Aquatics**
**Strand unit: Hygiene**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Appreciate the importance of hygiene when using the pool	Appreciate the importance of hygiene when using the pool	Appreciate the importance of hygiene when using the pool	Appreciate the importance of hygiene when using the pool

**Strand: Aquatics**
**Strand unit: Water safety**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Observe the rules of the local pool	Observe the rules of the local pool	Observe the rules of the local pool	Observe the rules of the local pool
Recognise hazards of water	Identify correct procedure for dealing with hazards	Identify correct procedure for dealing with hazards	Identify correct procedure for dealing with hazards
Identify correct procedure for dealing with hazards	Identify correct procedure for dealing with hazards	Identify correct procedure for dealing with hazards	Identify correct procedure for dealing with hazards

**Strand: Aquatics**
**Strand unit: Entry to and exit from the water**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Enter the water	Enter the water	Enter the water	Enter the water
Climb out of the water	Climb out of the water	Climb out of the water	Climb out of the water

**Strand: Aquatics**
**Strand unit: Buoyancy and propulsion**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Walk in shallow water	Walk in shallow water	Walk in shallow water	Walk in shallow water
Jump, side-step or run across the pool	Jump, side-step or run across the pool	Jump, side-step or run across the pool	Jump, side-step or run across the pool
Observe that some objects float and others sink	Observe that some objects float and others sink	Observe that some objects float and others sink	Observe that some objects float and others sink
Practice balance, rotation and recovery exercises with and without float	Practice balance, rotation and recovery exercises with and without float	Practice balance, rotation and recovery exercises with and without float	Practice balance, rotation and recovery exercises with and without float
Explore use of arms and legs to travel in water	Explore use of arms and legs to travel in water	Explore use of arms and legs to travel in water	Explore use of arms and legs to travel in water
Glide forward or backwards along the surface in a stretched position	Glide forward or backwards along the surface in a stretched position	Glide forward or backwards along the surface in a stretched position	Glide forward or backwards along the surface in a stretched position
Glide to the bottom of the pool	Glide to the bottom of the pool	Glide to the bottom of the pool	Glide to the bottom of the pool

**Strand: Aquatics**
**Strand unit: Stroke development**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Develop a selection of swimming strokes	Develop a selection of swimming strokes	Develop a selection of swimming strokes	Develop a selection of swimming strokes

**Strand: Aquatics**
**Strand unit: Water-based ball games**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Participate in pair and group play	Participate in pair and group play	Participate in pair and group play	Participate in pair and group play

**Strand: Aquatics**
**Strand unit: Understanding and appreciation of aquatics**

Infants	First and Second	Third and Fourth	Fifth and Sixth
Understand basic hygiene procedures	Understand basic hygiene procedures	Understand basic hygiene procedures	Understand basic hygiene procedures
Appreciate the dangers of water	Appreciate the dangers of water	Appreciate the dangers of water	Appreciate the dangers of water
Understand how to stay safe in water	Understand how to stay safe in water	Understand how to stay safe in water	Understand how to stay safe in water
Develop an increased understanding of flotation	Develop an increased understanding of flotation	Develop an increased understanding of flotation	Develop an increased understanding of flotation
Develop an appreciation of the freedom of movement in water	Develop an appreciation of the freedom of movement in water	Develop an appreciation of the freedom of movement in water	Develop an appreciation of the freedom of movement in water

Extend knowledge of swimming strokes	Extend knowledge of swimming strokes	Extend knowledge of swimming strokes	Extend knowledge of swimming strokes
Discuss a wide range of aquatic activities	Discuss a wide range of aquatic activities	Discuss a wide range of aquatic activities	Discuss a wide range of aquatic activities
Become aware of local organisations and clubs that promote aquatics.	Become aware of local organisations and clubs that promote aquatics.	Become aware of local organisations and clubs that promote aquatics.	Become aware of local organisations and clubs that promote aquatics.







