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| **Physical Education Curriculum Milestone 2** | | | | | | | | | |
| **Fundamental Skills in Physical Education** | | | | | | | | **Two Year Rolling Programme** | |
| **Locomotor Skills:** *Transporting the body in any direction from one point to another.*  **Stability Skills:** *Balancing the body in stillness and in motion.*  **Manipulative Skills:** *Control of objects using various body parts.* | | | | | | | | https://www.scoilnet.ie/pdst/physlit/fms-activities/ | |
| **Aspect of PE** | **Prior Learning** | | **Key Vocab** | | **Essential Knowledge** | | | **Essential Skills** | |
| **Dungeons and Dragons**  **Invasion Games Rugby** |  | | **Running**  **Dodging**  **Side-Stepping**  **Throwing**  **Catching**  Use space  Defensive line  Attack  Dodge  Pass  Tactics  Teamwork  Try  Intercept  Pocket pass  Dummy pass  Ball carrier | | * Know how to hold a rugby ball. * Be able to score a try. * To shout ‘Tagged’ when grab an opponent’s tags. * Know how to restart games after a try has been scored. * Run at pace and commit a defender when attacking. * Close the space down quickly when defending and then brace to grab a tag. * Support the ball carrier by staying just behind them when in the attacking line. * Understand what a knock on and forward pass are. * Stagger the attacking line and know why we do that. * Defend across the width of the pitch. * Increasing knowledge of the off-side rule. | | | * Scoop a ball up from the floor. * Dodge to avoid being tagged by an opponent. * Pocket pass with accuracy from right and left. * Make a target to receive the ball. * Send and receive a ball under pressure. * Pass ball backwards accurately, missing out players in a line and create overlaps. * Execute a dummy pass. * Set up a defensive line. | |
| **Dungeons and Dragons**  **Invasion Games Hockey** | To be able to consistently perform basic hockey skills such as dribbling and push pass  To implement the basic rules of hockey  To develop tactics and apply them in competitive situations  To increase speed and endurance during gameplay | | **Dodge**  **Striking with implement**  Control  Stick  Jab tackle.  Use space  Defend / Attack  Dribble  Pass  Push  Slap pass  Tactics  Compete  Teamwork  Score  Shoot | | * Know how to hold the stick and that everybody plays field hockey right-handed. * Identify the importance of good close control. * Put body between the ball and opponent when shielding it. * Use technique of push passing. * Don’t raise the stick above waist height. * Use a short and flat backswing, with the stick parallel to the ground when hitting a slap pass. * Know to avoid the ball hitting the feet. | | | * Dribble the ball confidently with a uni-hockey stick. * Using the stick, stop a ball under control. * Develop dribbling with the stick and change direction. * Pass using the push pass to a partner and bring the ball under control. * Work towards receiving a pass on the run. * When defending, use a jab tackle technique. | |
| **Dungeons and Dragons**  **Personal Challenges** |  | |  | |  | | |  | |
| **Street in our Time**  **Gymnastics: Linking Movements Together** | Can describe and explain how performers transition and link gymnastic elements  Has performed basic actions with control and consistency at different speeds and on different levels  Can challenge him or herself to develop strength and flexibility.  Can create and perform simple sequences. | | **Landing**  **Balance**  Balance  Body tension  Control  Extension  High  Link  Movement  Sequence  Shape  Spin  Strength  Timing  Travel  Turn | | * Know the difference between a point and a patch and how to spin with control. * Work at different levels and effectively move from one shape to another smoothly. * See the importance of contrasts in their work. * Perform symmetrically and asymmetrically. * Use the space available to the best of their ability. | | | * Step gracefully and with control. * Turn through 90, 180, 270 and 360 degrees. * Spin on points and patches. * Hold balances with good control. * Find ways of moving out of one balance and into another. * Show different graceful ways of getting from floor to ground and vice versa. * Link high and low moves. * Explore a variety of rolls. * Create a sequence of rolls and balances. * Travel on patches close to the ground. * Perform with work at contrasting levels. * Perform a range of gymnastic movements at my own level. * Link movements seamlessly. | |
| **Street in our Time**  **Net and Wall: Tennis** | Experienced different types of hitting with their hand and racquets.  Able to recognise boundaries on courts/playing areas.  Recognise how to score points in a game. | | **Side-stepping**  **Strike with implement**  Hit  Return  Court  Forehand  Backhand  Bounce  Points  Net  Underarm / Overarm | | * Know what the ready position is. * To try and get into the centre of the court after playing each shot. * Hit with a nice full backswing. * To keep head still and to try and hit with control. * Can play backhand with one hand or two, whichever feels more comfortable. * Volley a ball by deflecting it downwards. * Growing understanding of rules of tennis and how to score. | | | * Take up a ‘ready position’ and move into good positions to strike a ball. * Play a game of hand tennis trying to move opponent around the court. * Hit consistent forehand returns. * Get into consistently good positions to hit the ball after one bounce. * Get into good positions to play backhand shots. * Strike the ball on the backhand with some consistency. * Volley a ball on the forehand, striking the ball downwards. * Serve from the baseline into opponent’s side of the court. * Begin to use tactics against opponents. | |
| **Street in our Time**  **OAA** | Taken part in a range of PE games and activities.  Followed simple instructions and apply rules.  Worked collaboratively as a pair and in a small group.  Used and applied simple diagrams with pictures and symbols. | | Maps  Diagrams  Scale  Symbols  Controls  Challenges  Problem-solving  Lead  Follow  Plan  Trust  Trail | | * How to use the process of elimination to work out symbols. * Communicate well and negotiate to solve problems in a group. * To persevere and try again when things don’t go immediately to plan. * Know the compass points. * Navigate around an area following directions. * Importance of listening to others and communicating well. * Know how to orientate a map and find clues. | | | * Work as part of a team. * Show enthusiasm, determination and resilience. * Work together in a small group to solve problems. * Compete under pressure. * Negotiate with a group. * Plan a route map. * Work with others to solve problems. * Follow the rules of an activity. * Identify areas of the school grounds using a map. * Run and think simultaneously to compete in a competition. * Identify where a number of controls are situated around the school grounds via clues | |
| **Gods and Mortals**  **Striking and Fielding: Cricket** | Experienced different games and activities where throwing and catching skills were used.  Had the opportunity to hit and strike a ball with racquets and bats.  Played in simple, striking and fielding games | | **Throwing**  **Catching**  **Striking with implement**  Batting  Fielding  Bowling  Bat  Wicket  Stumps  Crease  Boundary  Run  Batsman / Bowler Wicketkeeper  Innings | | * Hold and grip the bat properly. * Know what the crease is for. * Appropriately grip the ball when bowling. * Know how to position themselves when keeping wicket so no obstructions to my vision. * Slide bat to make ground when running between the wickets. * Effectively ‘back up’ fielders. * Know how to form a long barrier in fielding. * For a high catch, call name. * Know how to catch a ball and bring it in towards the body. | | | * Stand sideways on with a high back lift ready to receive a ball when batting. * Step back and across to pull a short ball. * Bowl accurately underarm with one bounce. * Throw with increasing accuracy and powerfully. * Drive a ball and then run between a set of wickets, sliding my bat when necessary. * Stop hard balls struck at me by forming a long barrier, * Communicate effectively with a partner when batting. | |
| **Gods and Mortals**  **Swimming** |  | | Bi-lateral breathing  Treading water  Sculling  Stroke  Push and glide  Front crawl  Breaststroke  Back-stroke | | * To perform correct back crawl arm action. * To perform correct back crawl leg action. * Regulate breathing with front crawl. * Perform breaststroke showing appropriate technique. * Perfect arms and legs technique for front crawl. * Discuss safe self-rescue. * Swim 25 – 50 metres unaided with at least 2 recognised strokes. | | | | |
| **Gods and Mortals**  **Athletics 1** | Link running and jumping movements.  Can move safely and appropriately around, between and over apparatus.  Have worked with a variety of equipment including balls, hoops, bean bags, quoits. | | **Running**  **Jump for distance**  **Throwing**  Power  Accelerate  Force  Bounce  Discus  Long Jump  High Jump  Hurdles  Record  Agility  Lean forward  Distance | | * Know how to start a sprint race. * The importance of keeping first few metres low and powerful. * Know their take off foot. * Understand the technique associated with hurdling. * Know the furthest point backwards in long jump is the point measured in competition. * Position body sideways on when throwing a foam javelin. * Use the pull technique in throwing. * Know how to receive and transfer a baton safely. * Improve on own personal bests. | | | * Use the correct technique to start a sprint race. * Develop my coordination to improve speed. * Hurdle efficiently and consistently. * Sprint between hurdles. * Develop the technique and consistency of jumps. * Jump consistently off the same foot. * Throw overarm accurately. * Throw overarm with power for distance. * Accurately replicate the technique for running, jumping and throwing events. * Run a relay efficiently as part of a team. | |
| **Gods and Mortals**  **Dance: All Around the World** | Describe and explain how performers can transition and link shapes and balances.  Perform with control and consistency, basic actions at different speeds and on different levels.  Challenged themselves to move imaginatively responding to music. | | Dance  Twist  Turn  Stretch  Levels  Direction  Dynamics  Feeling  Musicality  Emotions  Facial expression | | * Know how to contribute key words to a theme related mind map. * Translate words/ideas into actions and combine. * How to translate theme related actions into travelling movements. * How to translate images into actions to communicate meaning. * Listen to other’s and share own ideas. * Translate words from a poem into movements. * Use canon, formation changes, direction and level to improve ideas. * Recognise good timing, execution and performance skills. | | | * Develop a motif demonstrating some agility, balance, co-ordination and precision. * Creatively change static actions into travelling movements. * Show different levels and pathways when travelling. * Communicate effectively with a partner. * Communicate effectively within a group. * Evaluate the work of other’s using accurate technical language and improve own work. | |
| **It Started in a Cave**  **Invasion Games: Football** | Able to show basic control skills including sending and receiving the ball.  Experienced sending the ball with some accuracy to maintain possession and build attacking play.  Can implement the basic rules of football | | **Running**  **Kicking**  Control  Use space  Defend  Attack  Dribble  Pass  Tactics  Collaborate  Teamwork  Score / Shoot  Intercept  Foot (inside / outside) Touch  Possession | | * To be on the balls of the feet when waiting to receive a pass. * To move into space after passing. * To use the inside of foot when passing over short distances. * Position body in relation to the ball and opponent when shielding. * Know why it’s important to take touches with different parts of the foot when dribbling. * When passing, get the ball outside and create overloads. * Pass and move into space. * As a defender of get sideways on where they can see the football and their opponent. * To always be planning ahead when out of possession. | | | * Trap a ball and cushion it when receiving. * Pass the ball accurately to another with dominant leg. * Dribble a ball using both feet and manipulate it using different parts of the foot. * Shield a ball from an opponent. * Change direction by turning with the football. * Use numerical advantage to create overloads and encourage overlaps. * Defend well, watching the ball, jockeying to await the moment to pounce. * Focus and retain concentration when not on the ball or in possession. | |
| **It Started in a Cave**  **Invasion Games: Netball** | To be able to perform basic netball skills including passing and catching using recognised throws.  To use space effectively to build attacking play  To implement the basic rules of netball | | **Running**  **Throwing**  **Catching**  Control  Use space  Defend / Attack  Chest pass  Bounce pass  Tactics  Support  Teamwork  Score / Shoot, Footwork  Foul  Free pass  Pivot | | * Know which type of passing technique to use depending on the distance sending the ball. * To pass within 4 seconds of receiving the ball. * Stand in a good position to receive a ball. * Know how to track an opponent. * Know the need to pass in front team-mates so they can run on to the ball. * The importance of quick passing and varying. * Use the correct technique for shooting. * Know the rules which apply to attackers and defenders when shooting. * Understand the footwork rule. * Support the player in possession to ensure safe passes are made. | | | * Send a netball accurately in a variety of ways. * Pass under pressure * Pass netball to bypass a defender by passing quickly, feinting or by, ‘giving the eyes.’ * Defend individually and/or as part of a team. * Attack by being fluid in positioning, using the width and passing quickly. * Shoot using good technique. * Position to take rebounds from the post. * Pivot having landed in possession of the ball. * Track and mark an opponent on court. | |
| **It Started in a Cave**  **Health Related Fitness** |  | |  | | * Know what stamina is and how to sustain physical exertion over periods of time. * Adapt exercises to make them easier/ harder. * Know what flexibility is and why it is important in life. * Know why relaxation is important. * Know why core strength and flexibility are important in almost every sport. * Use a range of exercises that can help develop fitness. * Know what plyometrics are and how practising them can benefit me in PE. * Know what different parts of the body should be doing when sprinting. | | | * Warm up and cool down after exercise. * Sustain my performance even when tiring. * Perform a variety of yoga poses. * Retain focus and concentrate on the quality of own work. * Demonstrate good core strength. * Keep going even when my muscles are really fatiguing. * Jump dynamically and land safely. | |
| **Great Adventures**  **Gymnastics: Arching and Bridges** | Modified actions independently using different pathways, directions and shapes.  Consolidated and improved quality of movements and gymnastics actions.  Related strength and flexibility to the actions and movements they are performing.  Used basic compositional ideas to improve sequence work—unison | | **Landing**  **Balancing**  Symmetry  Sequences, Combinations, Direction  Asymmetrical, Elements  Control  Balance  Asymmetrical  Jumps: tuck / star / split/ straddle  Perform | | * Know points and patches. * The importance of control in movements. * Use the floor space imaginatively as well as the apparatus. * To change direction and the level. * Know different ways of supporting themselves in shoulder balances. * Work in tandem with a partner in different ways. | | | * Support body weight on hands and feet only. * Spin from one means of support to another. * Spin and take weight in hands. * Perform sequences using front and back asymmetrical supports and symmetrical spinning. * Create sequences involving different controlled rolls and front and back supports. * Create sequences moving seamlessly from front and back supports to other balances. * Form different shapes with the legs whilst in shoulder balances. * Work in different formations within a sequence. * Perform in unison to a set count. * Create a sequence of front and back supports which involve working under and over. | |
| **Great Adventures**  **Net and Wall: Badminton** | Experienced different types of hitting with their hand and racquets.  Able to recognise boundaries on courts/playing areas.  Recognise how to score points in a game. | | **Running**  **Side Step**  **Strike with implement**  Hit  Return  Court  Forehand  Backhand  Bounce  Points  Net  Shuttle  Underarm / Overarm Singles / Doubles  Rally | | * Recognise that badminton is a game played side-ways on. * Know the rules associated with serving and how to position yourself. * Know what a rally is. * Know the importance of trying to move your opponent around the court. * Keep score when playing and follow the rules. | | | * Assume the ready position. * Serve on the backhand over a net and serve with accuracy. * Move quickly to be in a position to return the shuttle. * Hit shots overhead and on forehand and backhand in rallies. * Move around court using different footwork patterns. * Play a variety of different shots well. * Make the right decision usually about which shot to play. | |
| **Great Adventures**  **OAA** | Taken part in a range of PE games and activities.  Followed simple instructions and apply rules.  Worked collaboratively as a pair and in a small group.  Used and applied simple diagrams with pictures and symbols. | | Maps  Diagrams  Scale  Symbols  Controls  Challenges  Problem-solving  Lead  Follow  Plan  Trust  Trail | | * How to use the process of elimination to work out symbols. * Communicate well and negotiate to solve problems in a group. * To persevere and try again when things don’t go immediately to plan. * Know the compass points. * Navigate around an area following directions. * Importance of listening to others and communicating well.   Know how to orientate a map and find clues. | | | * Work as part of a team. * Show enthusiasm, determination and resilience. * Work together in a small group to solve problems. * Compete under pressure. * Negotiate with a group. * Plan a route map. * Work with others to solve problems. * Follow the rules of an activity. * Identify areas of the school grounds using a map. * Run and think simultaneously to compete in a competition. * Identify where a number of controls are situated around the school grounds via clues | |
| **They Came; They Saw; They Conquered.**  **Athletics** | Link running and jumping movements.  Running has limited knee lift and arms swing more wildly.  Can move safely and appropriately around, between and over apparatus.  Have worked with a variety of equipment including balls, hoops, bean bags, quoits. | | **Running**  **Jump for distance**  **Hop**  **Skip**  **Throwing**  Run  Hop / Step / Jump  Throw  Agility  Power  Speed  Track  Force  Distance  Accelerate  Foam javelins  Vortex howler  Bounce  Sprint  Baton  Relay | | * Know how to start a sprint race. * The importance of keeping first few metres low and powerful. * Know their take off foot. * Understand the technique associated with hurdling. * Know the furthest point backwards in triple jump is the point measured in competition. * Position body sideways on when throwing a foam javelin. * Use the pull technique in throwing. * Know how to receive and transfer a baton safely.   Improve on own personal bests. | | | * Use the correct technique to start a sprint race. * Develop my coordination to improve speed. * Hurdle efficiently and consistently. * Sprint between hurdles. * Develop the technique and consistency of jumps. * Jump consistently off the same foot. * Throw overarm accurately. * Throw overarm with power for distance. * Accurately replicate the technique for running, jumping and throwing events. * Run a relay efficiently as part of a team. | |
| **They Came; They Saw; They Conquered.**  **Swimming** |  | | Bi-lateral breathing  Treading water  Sculling  Stroke  Push and glide  Front crawl  Breaststroke  Back-stroke | | * To perform correct back crawl arm action. * To perform correct back crawl leg action. * Regulate breathing with front crawl. * Perform breaststroke showing appropriate technique. * Perfect arms and legs technique for front crawl. * Discuss safe self-rescue. * Swim 25 – 50 metres unaided with at least 2 recognised strokes. | | | | |
| **They Came; They Saw; They Conquered.**  **Strike and Field: Rounders** | Experienced different games and activities where throwing and catching skills were used.  Had the opportunity to hit and strike a ball with racquets and bats.  Played in simple, striking and fielding games. | | **Striking with implement**  **Throwing**  **Catching**  Batting  Fielding  Bowling  Bases  Run  Batter  Bowler  Fielder  Innings  No ball  Batting box  Backstop  Rounder | | * Make decisions about when to run and when not to. * To position themselves sideways on when both striking and bowling. * Know how to grip a ball so that it comes out of the fingers smoothly when bowling. * Know what a no ball is. * Know what ground fielding technique to use. * Know what happens when I a rounder’s ball is missed or hit behind. * Call name if going for a high catch. * Run after the ball when it goes out of play. * Know how to back up fielders. | | | * Send using good throwing technique. * Receive using good catching technique. * Develop basic bowling and batting skills. * Develop my throwing skills. Communicate with other players for the good of my team. * Field the ball off the ground using a variety of techniques. * Catch high balls comfortably and backpedal to catch balls over head. | |
| **They Came; They Saw; They Conquered.**  **Dance: The Romans** | Describe and explain how performers can transition and link shapes and balances.  Perform with control and consistency, basic actions at different speeds and on different levels.  Challenged themselves to move imaginatively responding to music. | | Dance  Twist  Turn  Stretch  Levels  Direction  Dynamics  Feeling  Musicality  Emotions  Facial expression | | * Know how to contribute key words to a theme related mind map. * Translate words/ideas into actions and combine. * How to translate theme related actions into travelling movements. * How to translate images into actions to communicate meaning. * Listen to other’s and share own ideas. * Translate words from a poem into movements. * Use canon, formation changes, direction and level to improve ideas. * Recognise good timing, execution and performance skills. | | | * Develop a motif demonstrating some agility, balance, co-ordination and precision. * Creatively change static actions into travelling movements. * Show different levels and pathways when travelling. * Communicate effectively with a partner. * Communicate effectively within a group. * Evaluate the work of other’s using accurate technical language and improve own work. | |
| **Physical Education National Curriculum Skills** | | | | | | | | | |
| **Games** | | **Dance** | | **Gymnastics** | | **Swimming** | **Athletics** | | **OAA** |
| * Throw and catch with control and accuracy. * Strike a ball and field with control. * Choose appropriate tactics to cause problems for the opposition. * Follow the rules of the game and play fairly. * Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). * Pass to team mates at appropriate times. * Lead others and act as a respectful team member. | | * Plan, perform and repeat sequences. * Move in a clear, fluent and expressive manner. * Refine movements into sequences. * Create dances and movements that convey a definite idea. * Change speed and levels within a performance. * Develop physical strength and suppleness by practising moves and stretching. | | * Plan, perform and repeat sequences. * Move in a clear, fluent and expressive manner. * Refine movements into sequences. * Show changes of direction, speed and level during a performance. * Travel in a variety of ways, including flight, by transferring weight to generate power in movements. * Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment organise body parts to create an interesting body shape)   Swing and hang from equipment safely (using hands) | | * Swim between 25 and 50 metres unaided. * Use more than one stroke and coordinate breathing as appropriate for the stroke being used. * Coordinate leg and arm movements.   Swim at the surface and below the water. | **Athletics**   * Sprint over a short distance up to 60 metres. * Run over a longer distance, conserving energy in order to sustain performance. * Use a range of throwing techniques (such as under arm, over arm). * Throw with accuracy to hit a target or cover a distance. * Jump in a number of ways, using a run up where appropriate. * Compete with others and aim to improve personal best performances. | | * Arrive properly equipped for outdoor and adventurous activity. * Understand the need to show accomplishment in managing risks. * Show an ability to both lead and form part of a team. * Support others and seek support if required when the situation dictates. * Show resilience when plans do not work and initiative to try new ways of working. * Use maps, compasses and digital devices to orientate themselves. * Remain aware of changing conditions and change plans if necessary. |