An tSraith Shóisearach do Mhúinteoirí

Junior**CYCLE**
for teachers

Leabhrán FGL -
Corpoideachas agus Folláine laistigh den Chreat don tSraith Shóisearach

Cuid A: Suímh Idirlín Úsáideacha

http://www.curriculumonline.ie/

At this NCCA-hosted website, you can view the curriculum, examples of student work, and a variety of assessment support options

http://www.jct.ie/

The JCT website provides detail of CPD opportunities to support school and teachers specific to the new Framework. It will include information, relevant resources and materials details of upcoming events

http://www.juniorcycle.ie/

This NCCA-hosted website contains detail of key features of the new junior cycle; newly developed subjects and short courses, a focus on literacy, numeracy and key skills, and new approaches of assessment and reporting.

http://www.pdst.ie/Physical-Education-Main

The PDST Health and Wellbeing team aim to provide high quality professional development and support that empowers teachers and schools to provide the best possible education for all pupils/students

http://www.peai.org/

The Physical Education Association of Ireland is the professional association for physical education professionals in Ireland

http://www.sess.ie/

The role of the Special Education Support Service (SESS) is to enhance the quality of learning and teaching in relation to special educational provision

Cuid B: Folláine sa tSraith Shóisearach

Mar chuid den tSraith Shóisearach nua beidh scoláirí ag glacadh páirte i réimse nua foghlama dar teideal Folláine. Tógfaidh sé sin ar an obair atá ar siúl ag scoileanna cheana féin chun tacú le folláine scoláirí agus chun níos mó béime a leagan uirthi.

Cén fáth a bhfuil tábhacht leis an bhfolláine?

Féadann na hidirghníomhaíochtaí laethúla go léir a tharlaíonn ar scoil dul i gcion ar fholláine an scoláire. Mar sin is féidir le gach duine ról a ghlacadh i dtacú le folláine. Tá sé de cheart ag gach scoláire a bhrath go bhfuil aire á tabhairt dó ar scoil. Tá sé ríthábhachtach an dea chaidreamh a fhorbairt sa seomra ranga agus ar fud na scoile ar mhaithe le folláine gach scoláire agus teagasc agus foghlaim éifeachtach. Nuair a mhothaíonn scoláire gur cuid den scoil é, go bhfuil meas air agus go n éistear leis, bíonn sé sásta foghlaim agus éiríonn níos fearr leis san fhoghlaim. Tá folláine tábhachtach mar ní amháin go n éiríonn níos fearr leis an scoláire ar scoil mar gheall uirthi ach freisin féadann sí dul i gcion ar an gcaoi a n-éiríonn le duine óg agus é ina dhuine fásta.

Corpoideachas agus Folláine

Beidh an Corpoideachas ina chuid lárnach den réimse nua foghlama darb ainm Folláine Cuireann an gearrchúrsa seo sa CO leis an gclár Folláine trí eispéiris foghlama a sholáthar a chabhraíonn le scoláirí a bheith níos ábalta agus níos spreagtha chun gníomhaíocht choirp rialta a bheith ina saol, rud a chabhraíonn dá réir leis an taithí iomlán a bhíonn acu ar fholláine.

Is é 135 uair an t-íosmhéid ama don CO a spréitear thar an chéad, an dara agus an tríú bliain (.i. 2 thréimhse sa tseachtain)

Ní mór do scoláirí staidéar a dhéanamh ar an gCorpoideachas ag leanúint ceann acu seo …
- cúrsa reatha na sraithe sóisearaí sa Chorpoideachas (2003)
- an tsonraíocht do ghearrchúrsa na sraithe sóisearaí sa Chorpoideachas (2016)

Cuid C: Nótaí/ Príomh theachtaireachtaí:

Seisiún 1: 'S iad na príomh-theachtaireachtaí maidir le Corp-oideachas laistigh den réimhse nua foghlama - Folláine

Seisiún 2: Cur chuigí maidir le pleanáil agus meastóireacht ag úsáid na torthaí foghlama
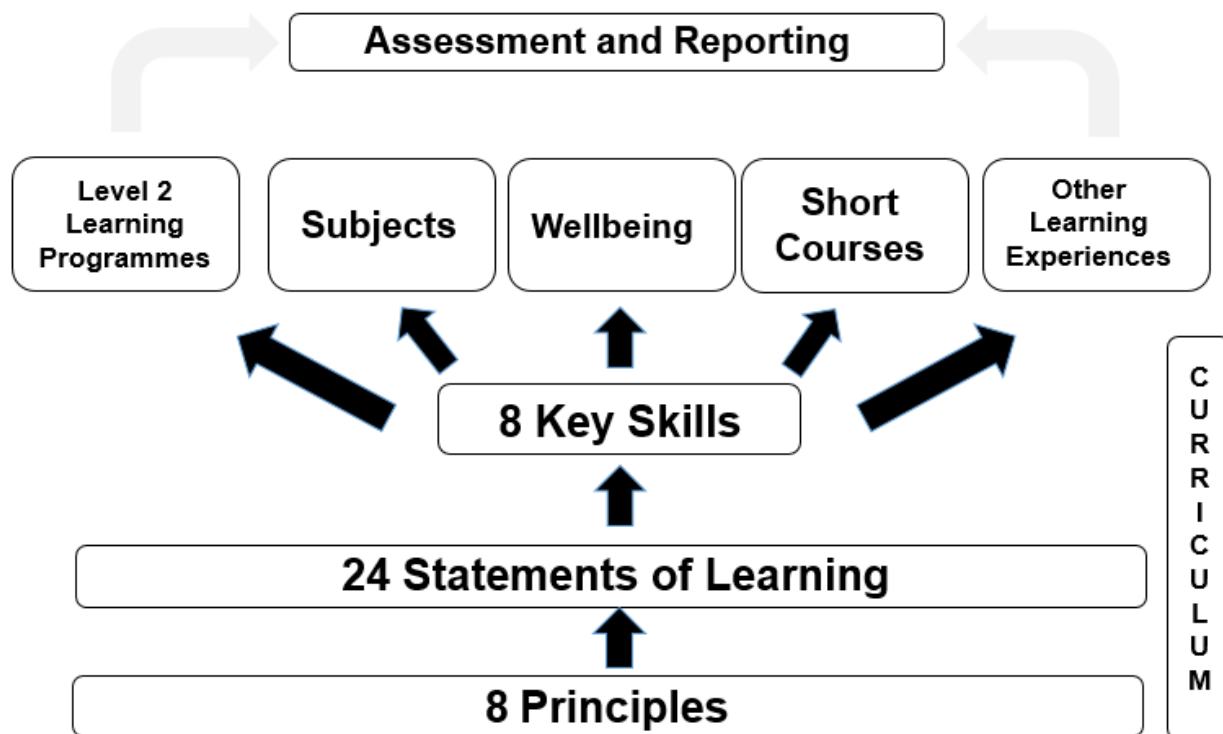
Seisiún 3: Na chéad chéimeanna a ghlacfar chun an réimhse foghlama nua "Follaine" a chur i bhfeidhm

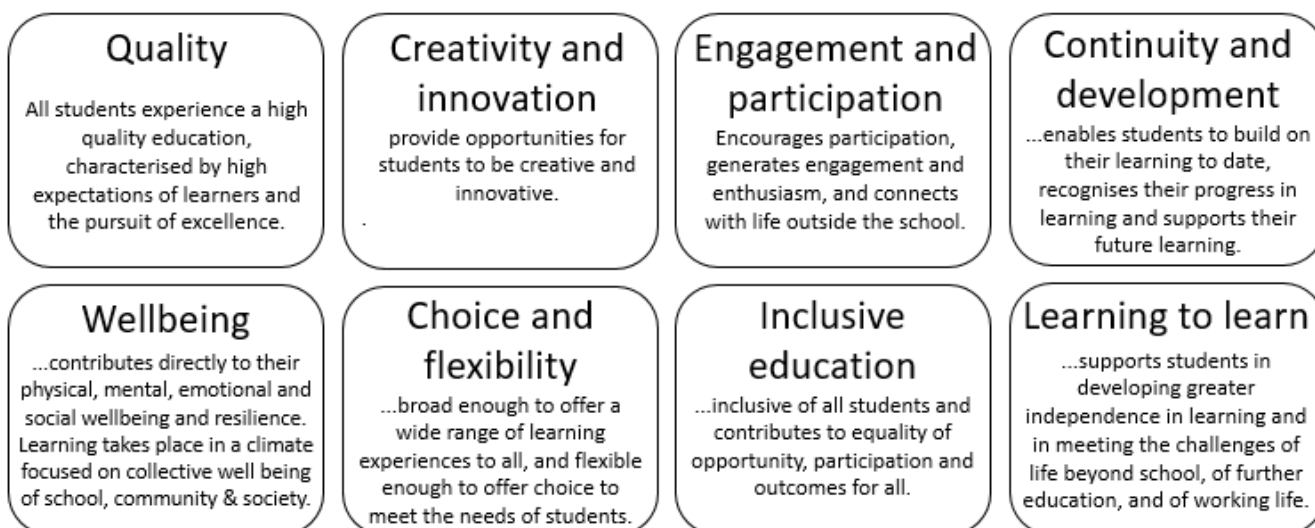Rud éigin a d'fhoghlaim mé....

Rud éigin a dhéanfaidh mé..

Ceist amháin atá fós le freagairt agam...

Cuid D: Chreat don tSraith Shóisearach

Assessment and Reporting

| Level 2 Learning Programmes | Subjects | Wellbeing | Short Courses | Other Learning Experiences |

8 Key Skills

24 Statements of Learning

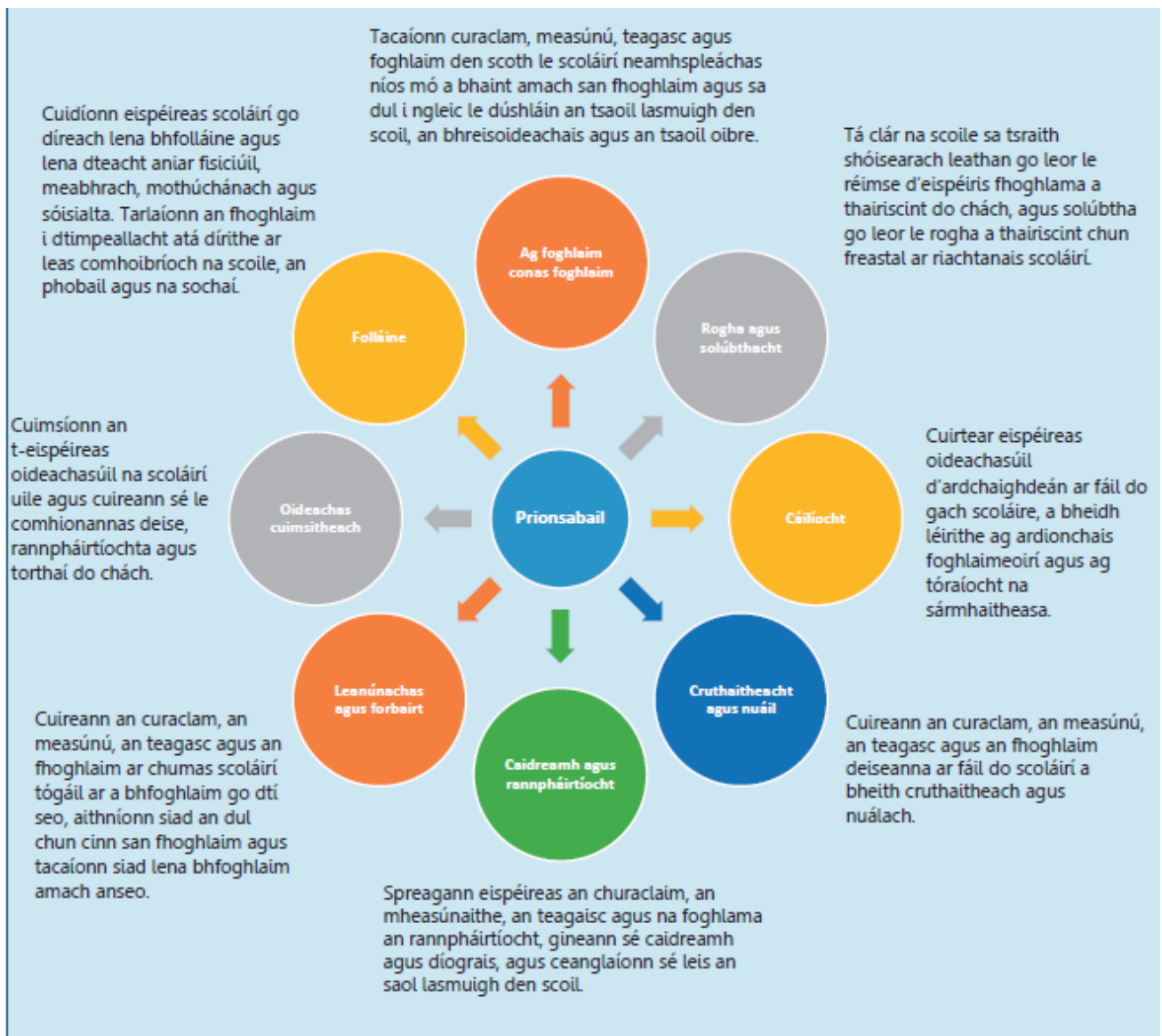**8 Principles**

CURRICULUM

Cuid E: 8 Prionsabail

These principles will inform the planning for as well as the development and the implementation of junior cycle programmes in all schools. (Framework for Junior Cycle, pg. 11)

Quality

All students experience a high quality education, characterised by high expectations of learners and the pursuit of excellence.

Creativity and innovation

provide opportunities for students to be creative and innovative.

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Engagement and participation

Encourages participation, generates engagement and enthusiasm, and connects with life outside the school.

Continuity and development

...enables students to build on their learning to date, recognises their progress in learning and supports their future learning.

Wellbeing

...contributes directly to their physical, mental, emotional and social wellbeing and resilience. Learning takes place in a climate focused on collective well being of school, community & society.

Choice and flexibility

...broad enough to offer a wide range of learning experiences to all, and flexible enough to offer choice to meet the needs of students.

Inclusive education

...inclusive of all students and contributes to equality of opportunity, participation and outcomes for all.

Learning to learn

...supports students in developing greater independence in learning and in meeting the challenges of life beyond school, of further education, and of working life.

Tá ocht bprionsabal mar bhonn leis an *Creat don tSraith Shóisearach* (Figiúr 1). Treoróidh na prionsabail seo an phleanáil do chláir na sraithe sóisearaí i ngach scoil mar aon lena bhforbairt agus lena bhfeidhmiú.

Tacaíonn curaclam, measúnú, teagasc agus foghlaim den scoth le scoláirí neamhspleáchas níos mó a bhaint amach san fhoghlaim agus sa dul i ngleic le dúshláin an tsaoil lasmuigh den scoil, an bhreisoideachais agus an tsaoil oibre.

Cuidíonn eispéireas scoláirí go díreach lena bhfolláine agus lena dteacht aniar fisiciúil, meabhrach, mothúchánach agus sóisialta. Tarlaíonn an fhoghlaim i dtimpeallacht atá dírithe ar leas comhoibríoch na scoile, an phobail agus na sochaí.

Tá clár na scoile sa tsraith shóisearach leathan go leor le réimse d'eispéiris fhoghlama a thairiscint do chách, agus solúbtha go leor le rogha a thairiscint chun freastal ar riachtanais scoláirí.

Cuimsíonn an t-eispéireas oideachasúil na scoláirí uile agus cuireann sé le comhionannas deise, rannpháirtíochta agus torthaí do chách.

Cuirtear eispéireas oideachasúil d'ardchaighdeán ar fáil do gach scoláire, a bheidh léirithe ag ardionchais foghlaimeoirí agus ag tóraíocht na sármhaitheasa.

Cuireann an curaclam, an measúnú, an teagasc agus an fhoghlaim ar chumas scoláirí tógáil ar a bhfoghlaim go dtí seo, aithníonn siad an dul chun cinn san fhoghlaim agus tacaíonn siad lena bhfoghlaim amach anseo.

Cuireann an curaclam, an measúnú, an teagasc agus an fhoghlaim deiseanna ar fáil do scoláirí a bheith cruthaitheach agus nuálach.

Spreagann eispéireas an churaclaim, an mheasúnaithe, an teagaisc agus na foghlama an rannpháirtíocht, gineann sé caidreamh agus díograis, agus ceanglaíonn sé leis an saol lasmuigh den scoil.

Ag foghlaim conas foghlaim

Folláine

Rogha agus solúbthacht

Oideachas cuimsitheach

Prionsabail

Cáilíocht

Leanúnachas agus forbairt

Caidreamh agus rannpháirtíocht

Cruthaitheacht agus nuáil

Section F: The 24 Statements of Learning

The twenty-four statements, underpinned by the eight principles, are central to planning for, the students' experience of, and the evaluation of the school's junior cycle programme. Schools will ensure that all statements of learning feature in the programmes offered to their junior cycle students.

The student:
1. communicates effectively using a variety of means in a range of contexts in L1*
2. listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
3. creates, appreciates and critically interprets a wide range of texts
4. creates and presents artistic works and appreciates the process and skills involved
5. has an awareness of personal values and an understanding of the process of moral decision making
6. appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8. values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9. understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10. has the awareness, knowledge, skills, values and motivation to live sustainably
11. takes action to safeguard and promote her/his wellbeing and that of others
12. is a confident and competent participant in physical activity and is motivated to be physically active
13. understands the importance of food and diet in making healthy lifestyle choices
14. makes informed financial decisions and develops good consumer skills
15. recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16. describes, illustrates, interprets, predicts and explains patterns and relationships
17. devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18. observes and evaluates empirical events and processes and draws valid deductions and conclusions
19. values the role and contribution of science and technology to society, and their personal, social and global importance
20. uses appropriate technologies in meeting a design challenge
21. applies practical skills as she/he develop models and products using a variety of materials and technologies
22. takes initiative, is innovative and develops entrepreneurial skills
23. brings an idea from conception to realisation
24. uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

Tá na ceithre ráiteas is fiche, bunaithe ar na hocht bprionsabal, mar chroílár don phleanáil do, d'eispéireas na scoláirí ar, agus don mheastóireacht ar chlár na scoile don tsraith shóisearach.

1. Déanann an scoláire cumarsáid go héifeachtach ar bhealaí éagsúla i réimse comhthéacsanna sa T1[5].

2. Éisteann, labhraíonn, léann agus scríobhann an scoláire sa T2 agus i dteanga amháin eile ag leibhéal inniúlachta atá ag teacht lena c(h)umas féin.

3. Déanann an scoláire réimse leathan téacsanna a chruthú, a thuiscint agus a léirmhíniú go criticiúil.

4. Cruthaíonn agus cuireann an scoláire i láthair saothair ealaíonta agus tuigeann sé/sí an próiseas agus na scileanna atá i gceist.

5. Tá feasacht ag an scoláire ar luachanna pearsanta agus tuiscint ar an bpróiseas chun cinnteoireacht ar bhonn morálta a dhéanamh.

6. Tuigeann an scoláire mar a chuireann luachanna, creidiúintí agus traidisiúin éagsúla leis na pobail agus leis an gcultúr ina maireann sé/sí agus tá meas aige/aici orthu.

7. Tá meas ag an scoláire ar a bhfuil i gceist le bheith ina s(h)aoránach gníomhach, le cearta agus dualgais i gcomhthéacsanna áitiúla agus i gcomhthéacsanna níos leithne.

8. Tá meas ag an scoláire ar an oidhreacht áitiúil, náisiúnta agus idirnáisiúnta agus tuigeann sé/sí an tábhacht atá leis an ngaol idir eachtraí atá thart agus eachtraí reatha, agus tábhacht na bhfórsaí is cúis le hathrú.

9. Tuigeann an scoláire bunús agus tionchair ghnéithe sóisialta, eacnamaíocha agus comhshaoil an domhain mórthimpeall air/uirthi.

10. Tá an fheasacht, an t-eolas, na scileanna, na luachanna agus an t-inspreagadh ag an scoláire le maireachtáil go hinbhuanaithe.

11. Gníomhaíonn an scoláire chun a leas féin agus leas daoine eile a chosaint agus a chothú.

12. Is rannpháirtí muiníneach agus cumasach é/í an scoláire sa ghníomhaíocht fhisiciúil agus tá inspreagadh ann/inti le bheith gníomhach go fisiciúil.

13. Tuigeann an scoláire tábhacht an bhia agus an chothaithe agus roghanna á ndéanamh aige/aici a bhaineann le stíl shláintiúil mhaireachtála.

14. Déanann an scoláire cinntí eolasacha airgeadais agus forbraíonn sé/sí scileanna maithe tomhaltacha.

15. Aithníonn an scoláire an úsáid is féidir a bhaint as eolas, scileanna agus tuiscint mhatamaiticiúil i réimsí uile na foghlama.

16. Déanann an scoláire cur síos ar phatrúin agus ar choibhneasa agus déanann sé/sí iad a léiriú, a léirmhíniú, a thuar agus a mhíniú.

17. Déanann an scoláire straitéisí a cheapadh agus a mheas chun fadhbanna a fhiosrú agus a réiteach ag baint úsáide as eolas, réasúnaíocht agus scileanna matamaiticiúla.

18. Déanann an scoláire breathnú agus measúnú ar eachtraí agus phróisis eimpíreacha agus baineann tátail agus cinntí bailí astu.

19. Tá meas ag an scoláire ar ról agus thionchar na heolaíochta agus na teicneolaíochta i leith na sochaí, agus ar an tábhacht phearsanta, shóisialta agus dhomhanda atá leo.

20. Úsáideann an scoláire teicneolaíochtaí cuí chun dul i ngleic le dúshlán deartha.

21. Cuireann an scoláire scileanna praiticiúla i bhfeidhm de réir mar a fhorbraíonn sé/sí múnlaí agus táirgí ag baint úsáide as ábhair agus as teicneolaíochtaí éagsúla.

22. Léiríonn an scoláire tionscnaíocht, tá sé/sí nuálach agus forbraíonn sé/sí scileanna fiontraíochta.

23. Tugann an scoláire smaoineamh ar aghaidh ó cheapadh go réadú.

24. Úsáideann an scoláire an teicneolaíocht agus uirlisí na meán digiteacha chun foghlaim, chun cumarsáid a dhéanamh, chun obair agus chun smaoineamh go comhoibríoch agus go cruthaitheach ar bhealach freagrach agus eiticiúil.

Cuid G: Ocht bPríomhscil

There are eight key skills required for successful learning by students *across* the curriculum and for learning *beyond* school.

Being Literate	Managing Myself	Staying Well	Managing Information and Thinking
Being Numerate	Being Creative	Working with Others	Communicating

Throughout the Junior Cycle, students will acquire and enhance their proficiency in these eight key skills. They will be brought to life through the learning experiences encountered by students and will be evident in the assessment approaches used in the classroom and in examinations.
The key skills will be embedded in the learning outcomes of every junior cycle subject and short course. Thus, teachers will have a clear understanding of how … to build the skills into class planning.

Each key skill is presented as a set of elements

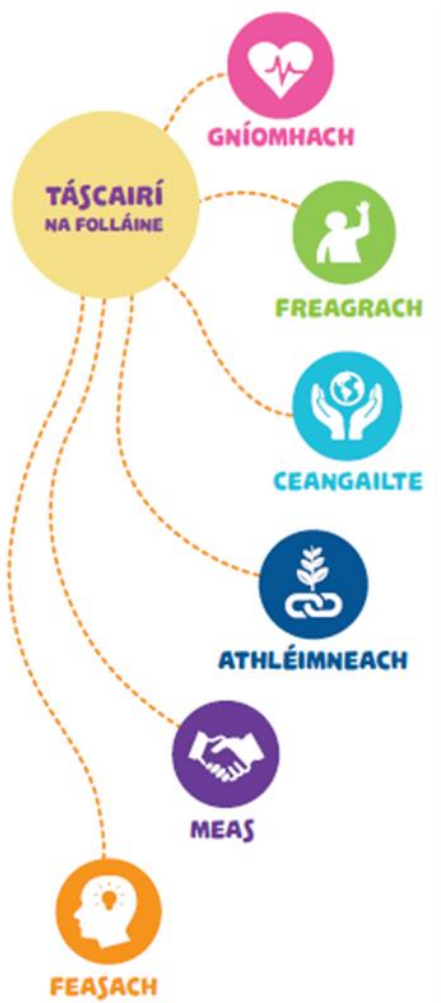| Being Literate	Managing Myself	Staying Well	Managing Information and Thinking
• Developing my understanding and enjoyment of words and language • Reading for enjoyment and with critical understanding • Writing for different purposes • Expressing ideas clearly and accurately • Developing my spoken language • Exploring and creating a variety of texts, including multi-modal texts	• Knowing myself • Making considered decisions • Setting and achieving personal goals • Being able to reflect on my own learning • Using digital technology to manage myself and my learning	• Being healthy, physical and active • Being social • Being safe • Being spiritual • Being confident • Being positive about learning • Being responsible, safe and ethical in using digital technology	• Being curious • Gathering, recording, organising and evaluating information and data • Thinking creatively and critically • Reflecting on and evaluating my learning • Using digital technology to access, manage and share content
Being Numerate	**Being Creative**	**Working with Others**	**Communicating**
• Expressing ideas mathematically • Estimating, predicting and calculating • Developing a positive disposition towards investigating, reasoning and problem solving • Seeing patterns, trends and relationships • Gathering, interpreting and representing data • Using digital technology to develop numeracy skills and understanding	• Imagining • Exploring options and alternatives • Implementing ideas and taking action • Learning creatively • Stimulating creativity using digital technology	• Developing good relationships and dealing with conflict • Co-operating • Respecting difference • Contributing to making the world a better place • Learning with others • Working with others through digital technology	• Using language • Using number • Listening and expressing myself • Performing and presenting • Discussing and debating • Using digital technology to communicate

Tá gá le hocht bpríomhscil d'fhoghlaim rathúil na scoláirí *trasna* an churaclaim agus don fhoghlaim *lasmuigh* den scoil. Tá na príomhscileanna seo agus a n-eilimintí léirithe i bhFigiúr 2.

Being Literate	Managing Myself	Staying Well	Managing Information and Thinking
- Developing my understanding and enjoyment of words and language - Reading for enjoyment and with critical understanding - Writing for different purposes - Expressing ideas clearly and accurately - Developing my spoken language - Exploring and creating a variety of texts, including multi-modal texts	- Knowing myself - Making considered decisions - Setting and achieving personal goals - Being able to reflect on my own learning - Using digital technology to manage myself and my learning	- Being healthy, physical and active - Being social - Being safe - Being spiritual - Being confident - Being positive about learning - Being responsible, safe and ethical in using digital technology	- Being curious - Gathering, recording, organising and evaluating information and data - Thinking creatively and critically - Reflecting on and evaluating my learning - Using digital technology to access, manage and share content
Being Numerate	Being Creative	Working with Others	Communicating
- Expressing ideas mathematically - Estimating, predicting and calculating - Developing a positive disposition towards investigating, reasoning and problem solving - Seeing patterns, trends and relationships - Gathering, interpreting and representing data - Using digital technology to develop numeracy skills and understanding	- Imagining - Exploring options and alternatives - Implementing ideas and taking action - Learning creatively - Stimulating creativity using digital technology	- Developing good relationships and dealing with conflict - Co-operating - Respecting difference - Contributing to making the world a better place - Learning with others - Working with others through digital technology	- Using language - Using number - Listening and expressing myself - Performing and presenting - Discussing and debating - Using digital technology to communicate

PRÍOMH-SCILEANNA

A BHEITH LITEARTHA

CUMARSÁID

MÉ FÉIN A BHAINISTIÚ

OBAIR LE DAOINE EILE

FANACHT FOLLÁIN

A BHEITH CRUTHAITH-EACH

EOLAS AGUS SMAOINTEOIREACHT A BHAINISTIÚ

A BHEITH UIMHEARTHA

- Mo thuiscint ar fhocail agus ar theanga agus an taitneamh a bhainim astu a fhorbairt
- Léamh ar son aoibhnis agus le tuiscint chriticiúil
- Scríobh i gcomhair cuspóirí difriúla
- Smaointe a chur in iúl go soiléir agus le cruinneas
- Mo theanga labhartha a fhorbairt
- Téacsanna éagsúla a fhiosrú agus a chruthú, lena n-áirítear téacsanna ilmhódacha

- Aithne orm féin
- Cinntí ciallmhara a dhéanamh
- Spriocanna pearsanta a shocrú agus a bhaint amach
- A bheith in ann athmhachnamh a dhéanamh ar mo chuid foghlama féin
- Teicneolaíocht dhigiteach a úsáid chun mé féin agus mo chuid foghlama a bhainistiú

- Éisteacht agus mé féin a chur in iúl
- Taibhiú agus cur i láthair
- Plé agus díospóireacht
- Teanga a úsáid
- Uimhreacha a úsáid
- Teicneolaíocht dhigiteach a úsáid chun cumarsáid a dhéanamh

- A bheith folláin, fisiciúil agus gníomhach
- A bheith sóisialta
- A bheith slán
- A bheith spioradálta
- A bheith muiníneach
- A bheith dearfach faoin bhfoghlaim
- A bheith freagrach, slán agus eiticiúil nuair atá teicneolaíocht dhigiteach in úsáid

- An dea-chaidreamh a fhorbairt agus plé le coimhlint
- Ag comhoibriú
- Meas a bheith agam
- Ag cuidiú le háit níos fearr a dhéanamh den domhan
- Foghlaim le daoine eile
- Obair le daoine eile trí theicneolaíocht dhigiteach

- A bheith fiosrach
- Eolas agus sonraí a bhailiú, a eagrú agus a mheas
- Smaoineamh go cruthaitheach agus go criticiúil
- Athmhachnamh agus meastóireacht ar mo chuid foghlama
- Teicneolaíocht dhigiteach a úsáid chun ábhar a rochtain, a bhainistiú agus a chomhroinnt

- Ag samhlú
- Roghanna a fhiosrú
- Smaointe a chur i bhfeidhm agus gníomhú
- Ag foghlaim go cruthaitheach
- An chruthaítheacht a spreagadh ag baint úsáide as teicneolaíocht dhigiteach

- Smaointe a chur in iúl go matamaiticiúil
- Meastachán, tuar agus ríomh a dhéanamh
- Meon dearfach a fhorbairt i leith iniúchta, réasúnaíochta agus réiteach fadhbanna
- Patrúin, treochtaí agus coíbhneasa a fheiceáil
- Sonraí a bhailiú, a léirmhíniú agus a léiriú
- Teicneolaíocht dhigiteach a úsáid chun scileanna agus tuiscint uimhearthachta a fhorbairt

Cuid H: Táscairí na folláine

Active	• be confident and able participant in physical activity? • be physically active every day?
Responsible	• take action to protect and promote their wellbeing and that of others? • make healthy eating choices? • take responsibility for their learning?
Connected	• feel connected to their school, their community and the wider world? • appreciate that their actions and interactions impact on their own wellbeing and that of others, in local and global contexts?
Resilient	• believe that they have the coping skills to deal with life's challenges? • know where they can go for help? • believe that with effort they can achieve?
Respected	• feel that they are listened to and valued? • have positive relationships with their friends, their peers and their teachers? • show care and respect for others?
Aware	• be aware of their thoughts, feelings and behaviours and can make sense of them? • be aware of what their personal values are and can think through their decisions? • to understand what helps them to learn and how they can improve?

TÁSCAIRÍ NA FOLLÁINE

GNÍOMHACH

FREAGRACH

CEANGAILTE

ATHLÉIMNEACH

MEAS

FEASACH

Cuid J: Learning Outcomes

Strand 1: Physical activity for health and wellbeing
Snáithe 1: Gníomhaíocht choirp don tsláinte agus don fholláine

Monatóireacht a dhéanamh ar agus feabhas a chur ar a gcorpacmhainn

1.1 set SMART improvement goals informed by their health related and/or performance-related fitness results and advised by norms for their age and sex

spriocanna feabhsaithe SICRU a shocrú bunaithe ar chomparáid idir thorthaí a gcorpacmhainne ar son a sláinte agus/nó i gcoibhneas lena bhfeidhmíocht, faoi réir noirm dá n-aois agus dá ngnéas

1.2 apply principles of training within a personalised physical activity programme (minimum duration of six weeks) designed to improve their health-related and/or performance-related fitness, documenting their progress

prionsabail oiliúna a chur i bhfeidhm laistigh de chlár

1.3 evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop

gníomhaíocht choirp phearsantaithe (íosfhad de shé seachtainí) a cheapadh chun feabhas a chur ar a gcorpacmhainn ar son a sláinte agus/nó i gcoibhneas lena bhfeidhmíocht, ag clárú a ndul chun cinn

Gníomhaíocht choirp do chách

1.4 use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time

a rannpháirtíocht agus a ndul chun cinn sa chlár a mheas, ag tabhairt fianaise ar dhul chun cinn a dhéantar agus ag aithint bealaí inar féidir leo tuilleadh forbartha a dhéanamh

1.5 identify a range of strategies to support ongoing participation in health-related physical activity

réimse teicnící tomhais a úsáid chun monatóireacht agus anailís a dhéanamh ar leibhéil ghníomhaíocht choirp thar thréimhse mharthanach ama

1.6 lead physical activities that young people find enjoyable and can undertake to achieve the minimum physical activity recommendations for health

réimse straitéisí a aimsiú chun tacú le rannpháirtíocht leanúnach i ngníomhaíocht choirp ar son na sláinte

Strand 2: Games
Snáithe 2: Cluichí

Invasion games	Striking and fielding games	Divided court games
Cluichí ionraid	Cluichí buailte agus gabhála	Cluichí cúirt roinnte

2.1 use a wide range of movement skills and strategies effectively to enhance their performance

réimse leathan scileanna agus straitéisí luaile a úsáid go héifeachtach chun a bhfeidhmíocht féin a fheabhsú

2.2 take responsibility for improving their own performance based on personal strengths and developmental needs

freagracht a ghlacadh as feabhas a chur ar a bhfeidhmíocht féin bunaithe ar láidreachtaí agus ar riachtanais forbartha phearsanta

2.3 modify activities to promote inclusion and enjoyment in a safe manner

gníomhaíochtaí a leasú nó a mhodhnú chun cuimsiú agus taitneamh a chur chun cinn ar mhodh sábháilte

2.4 demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down

2.5 gníomhaíochtaí a léiriú chun feabhas a chur ar a gcorpacmhainn ar son a sláinte agus/nó I gcoibhneas lena bhfeidhmíocht i gcluiche áirithe agus lena aghaidh, lena n-áirítear ullmhú agus fuarú

2.6 respond, individually and as part of a team to different games' scenarios

freagairt, ina n-aonair agus mar bhall foirne do chásanna difriúla cluichí

Strand 3: Individual and team challenges
Snáithe 3: Dúshláin aonair agus foirne

<u>Orienteering and team challenges</u>
<u>Treodóireacht agus dúshláin foirne</u>

3.1 use orienteering strategies and map-reading skills to complete a variety of orienteering events safely and confidently, showing respect for the environment

straitéisí treodóireachta agus scileanna léamh mapa a úsáid chun imeachtaí éagsúla treodóireachta a dhéanamh go sábháilte agus go muiníneach, le meas ar an gcomhshaol

3.2 contribute to team challenges that require co-operation and problem-solving skills to achieve a common goal

cur le dúshláin foirne a éilíonn comhoibriú agus scileanna réitithe fadhbanna chun sprioc chomónta a bhaint amach

3.3 reflect on their personal contribution and their team's effectiveness in completing a group challenge

machnamh ar a gcion pearsanta féin agus ar éifeachtúlacht a bhfoirne i dtaca le dúshlán grúpa a chur i gcrích

<u>Aquatics</u>
<u>Uiscíocht</u>

3.4 perform competently and confidently in a range of swimming strokes

feidhmiú go cumasach agus go muiníneach i gceann réimse de bhéimeanna snámha

3.5 respond appropriately to a range of water safety scenarios

freagairt go cuí do réimse cásanna sábháilteacht uisce

3.4 take responsibility for improving their own performance, based on personal strengths and developmental needs

freagracht a ghlacadh as feabhas a chur ar a bhfeidhmíocht féin, bunaithe ar láidreachtaí agus riachtanais forbartha phearsanta

<u>Athletics</u>
<u>Lúthchleasaíocht</u>

3.5 perform competently, confidently and safely in a range of athletics events

feidhmiú go cumasach, go muiníneach agus go sábháilte i réimse d'imeachtaí lúthchleasaíochta

3.6 demonstrate activities to enhance performance in athletic events, including physical and mental preparation

taispeántas a thabhairt de ghníomhaíochtaí chun cur le feidhmíocht in imeachtaí lúthchleasaíochta lena n-áirítear ullmhú fisiceach agus meabhrach

3.7 take responsibility for improving their own performance, based on personal strengths and developmental needs

freagracht a ghlacadh as feabhas a chur ar a bhfeidhmíocht féin, bunaithe ar láidreachtaí agus riachtanais forbartha phearsanta.

Strand 4: Dance and gymnastics

4.1 create a dance on their own or with others, incorporating a selected dance style and a variety of choreographic techniques and suitable props and music

OR

4.2 create a sequence of movement or routine based on a gymnastic theme (on their own or with others), incorporating a variety of compositional techniques and gymnastics skills

4.3 refine their performance based on a critique of a video of their performance and/or feedback from others

4.4 perform the dance/gymnastics sequence of movement for an audience incorporating appropriate music and/or props

4.5 reflect on their experience of creating and participating in a performance

In our School...

Implications

Next steps

Further Support

Further Observations

Section G: Formative Assessment in Physical Education

Sharing learning intentions	Developing success criteria	Students reflecting on their learning
Effective questioning	Formative feedback	Peer and self-assessment

An tSraith Shóisearach do Mhúinteoirí

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