

**JUNIOR CYCLE P.E. OVERVIEW  
FIRST YEAR**

Term 1	Strands:	Unit Of Learning:	Learning Outcomes – Students should be able to...
	Physical Activity for Health & Wellbeing (Health related activity)  Games	Cardiovascular Fitness and Functional Movement Skills	1.1 Demonstrate the competency in fundamental motor skills necessary to participate in sport specific skills in the range of physical activities 1.2 Apply relevant skills to perform competently and confidently in the range of physical activities experienced 1.4 Evaluate personal skill levels in the range of physical activity areas 2.2 Identify approaches and factors that support continued participation in physical activity 3.3 Monitor physical activity intensity, fitness and performance over a period of time using a range of measurement techniques 3.7 Consider the links between being physically active and a positive sense of wellbeing 3.8 Demonstrate an understanding of the importance of being physically active 3.9 Investigate opportunities to increase participation in sport or physical activity
<b>Autumn Mid-Term Break</b>			
Term 2	Strands:	Unit Of Learning:	Learning Outcomes – Students should be able to...
	Physical Activity for Health & Wellbeing Gymnastics	Cardiovascular Fitness and Functional Movement Skills  Exploring individual balances compositional ideas and sequences	1.3 Develop a sequence of movement in aesthetic activities that incorporates technical, compositional and choreographic techniques, relevant skills and equipment where necessary 1.4 Evaluate personal skill levels in the range of physical activity areas 1.9 Assess how the use of technology can be used to improve performance 2.1 Determine the considerations necessary to promote a fully inclusive performance in selected physical activities 2.5 Appraise a sequence of movement in aesthetic activities that incorporates technical, compositional techniques, choreographic techniques and relevant skills
<b>Christmas Break</b>			
Term 3	Strands:	Unit Of Learning:	Learning Outcomes – Students should be able to...
	Physical Activity for Health & Wellbeing Games	Strength & Muscular Endurance  Circuit training Principles of possession, attack and defence  CPR 4 Schools Workshop	1.1 Demonstrate the competency in fundamental motor skills necessary to participate in sport specific skills in the range of physical activities 1.2 Apply relevant skills to perform competently and confidently in the range of physical activities experienced 1.7 Apply skills and strategies to perform competently in a range of competitive and cooperative scenarios 1.8 Demonstrate tactical awareness in a variety of pressure situations 2.1 Determine the considerations necessary to promote a fully inclusive performance in selected physical activities 2.6 Evaluate the necessary skills to achieve success in a variety of challenging physical activity scenarios 2.7 Examine strategies and tactics in a range of competitive and cooperative scenarios 2.8 Assess the links between engagement levels, skill improvement and tactical awareness in a physical activity area 3.5 Investigate the role of decision-making, communication and leadership on increased participation and performance in selected activity areas 3.7 Consider the links between being physically active and a positive sense of wellbeing
<b>Easter Break</b>			
Term 4	Strands:	Unit Of Learning:	Learning Outcomes – Students should be able to...
	Athletics	Acquiring and developing skills	1.1 Demonstrate the competency in fundamental motor skills necessary to participate in sport specific skills in the range of physical activities 1.2 Apply relevant skills to perform competently and confidently in the range of physical activities experienced 1.7 Apply skills and strategies to perform competently in a range of competitive and cooperative scenarios

		Running, Jumping and Throwing	2.6 Evaluate the necessary skills to achieve success in a variety of challenging physical activity scenarios 3.8 Demonstrate an understanding of the importance of being physically active
--	--	-------------------------------	---

**Summer Break**

**JUNIOR CYCLE P.E. OVERVIEW  
SECOND YEAR**

Term 1	Strands:	Unit Of Learning:	Learning Outcomes – Students should be able to...
	Physical Activity for Health & Enjoyment	Health and Skill related fitness	3.1 Investigate how physical activity participation is influenced by social and cultural factors 3.2 Analyse how Performance-Related-Fitness enhances performance 3.8 Demonstrate an understanding of the importance of being physically active 2.2 Identify approaches and factors that support continued participation in physical activity 1.4 Evaluate personal skill levels in the range of physical activity areas 2.4 Assess the impact of health-related and performance-related fitness or participation

**Autumn Mid-Term Break**

Term 2	Strands:	Unit Of Learning:	Learning Outcomes – Students should be able to...
	Physical Activity for Health & Enjoyment	CBA1 focus, barriers to participation, reasons to take part in regular physical activity, principals of training	3.4 Devise and implement a plan to improve Health-Related-Fitness 3.6 Devise pathways for continued physical activity participation in a local community or environment 3.7 Consider the links between being physically active and a positive sense of wellbeing 3.8 Demonstrate an understanding of the importance of being physically active 3.9 Investigate opportunities to increase participation in sport or physical activity

**Christmas Break**

Term 3	Strands:	Unit Of Learning:	Learning Outcomes – Students should be able to...
	Physical Activity for Health & Enjoyment Games	Implement a personal 6 week training plan Principles of possession, attack and defence  CPR 4 Schools Workshop	1.9 Assess how the use of technology can be used to improve performance 1.6 Devise and implement a plan to improve performance-related fitness in a selected physical activity 3.3 Monitor physical activity intensity, fitness and performance over a period of time using a range of measurement techniques 1.1 Demonstrate the competency in fundamental motor skills necessary to participate in sport specific skills in the range of physical activities 1.2 Apply relevant skills to perform competently and confidently in the range of physical activities experienced 1.7 Apply skills and strategies to perform competently in a range of competitive and cooperative scenarios

			<p>1.8 Demonstrate tactical awareness in a variety of pressure situations</p> <p>2.1 Determine the considerations necessary to promote a fully inclusive performance in selected physical activities</p> <p>2.8 Assess the links between engagement levels, skill improvement and tactical awareness in a physical activity area</p> <p>3.5 Investigate the role of decision-making, communication and leadership on increased participation and performance in selected activity areas</p> <p>3.7 Consider the links between being physically active and a positive sense of wellbeing</p> <p>3.8 Demonstrate an understanding of the importance of being physically active</p> <p>3.9 Investigate opportunities to increase participation in sport or physical activity</p>
<b>Easter Break</b>			
<b>Term 4</b>	<b>Strands:</b>	<b>Unit Of Learning:</b>	<b>Learning Outcomes – Students should be able to...</b>
	Individual & Team Challenges, Athletics	Acquiring and developing skills; Running, Jumping and Throwing	<p>1.1 Demonstrate the competency in fundamental motor skills necessary to participate in sport specific skills in the range of physical activities</p> <p>1.2 Apply relevant skills to perform competently and confidently in the range of physical activities experienced</p> <p>1.10 Demonstrate skill transfer in a range of physical activity scenarios</p> <p>3.3 Monitor physical activity intensity, fitness and performance over a period of time using a range of measurement techniques</p> <p>3.8 Demonstrate an understanding of the importance of being physically active</p> <p>3.7 Consider the links between being physically active and a positive sense of wellbeing</p> <p>3.9 Investigate opportunities to increase participation in sport or physical activity</p>
<b>Summer Break</b>			

## JUNIOR CYCLE P.E. OVERVIEW

### THIRD YEAR (short course PE)

<b>Term 1</b>	<b>Strands:</b>	<b>Unit Of Learning:</b>	<b>Learning Outcomes – Students should be able to...</b>
	CBA 2 Physical Activity for Health & Wellbeing	Personal Physical Activity Programme: Students are assessed on their ability to plan for, implement and evaluate their personal physical activity programme, designed to meet their personal improvement goals over a focused period of time (6 weeks)	<p>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</p> <p>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</p> <p>1.3 Evaluate their engagement and progress in the programme, providing evidence of progress made and identifying ways they can further develop</p> <p>1.4 Use a range of measurement techniques to monitor and analyse physical activity levels across a sustained period of time</p> <p>1.5 Identify a range of strategies to support ongoing participation in health-related physical activity</p>

**Autumn Mid-Term Break**

<b>Term 2</b>	<b>Strands:</b>	<b>Unit Of Learning:</b>	<b>Learning Outcomes – Students should be able to...</b>
	Games	Selecting and applying a wide range of movement skills and strategies creatively and effectively in an attacking and defending	<b>2.1</b> Use a wide range of movement skills and strategies effectively to enhance their performance. <b>2.2</b> Take responsibility for improving their own performance based on personal strengths and developmental needs <b>2.3</b> Modify activities to promote inclusion and enjoyment in a safe manner <b>2.4</b> Demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down <b>2.5</b> Respond, individually and as part of a team to different games' scenarios

**Christmas Break**

<b>Term 3</b>	<b>Strands:</b>	<b>Unit Of Learning:</b>	<b>Learning Outcomes – Students should be able to...</b>
	Games: Striking & Fielding, & divided court games	Selecting and applying a wide range of movement skills and strategies creatively and effectively in an attacking and defending  CPR 4 Schools Workshop	<b>2.1</b> Use a wide range of movement skills and strategies effectively to enhance their performance. <b>2.2</b> Take responsibility for improving their own performance based on personal strengths and developmental needs <b>2.3</b> Modify activities to promote inclusion and enjoyment in a safe manner <b>2.4</b> Demonstrate activities to enhance their health-related and/or performance-related fitness for the particular game, including warm-up and cool down <b>2.5</b> Respond, individually and as part of a team to different games' scenarios

**Easter Break**

<b>Term 4</b>	<b>Strands:</b>	<b>Unit Of Learning:</b>	<b>Learning Outcomes – Students should be able to...</b>
	Individual & Team Challenges & Athletics	Acquiring and developing skills  Running, Jumping and Throwing	<b>3.7</b> Perform competently, confidently and safely in a range of athletics events <b>3.8</b> Demonstrate activities to enhance performance in athletic events, including physical and mental preparation <b>3.9</b> Take responsibility for improving their own performance, based on personal strengths and developmental needs

**Summer Break**