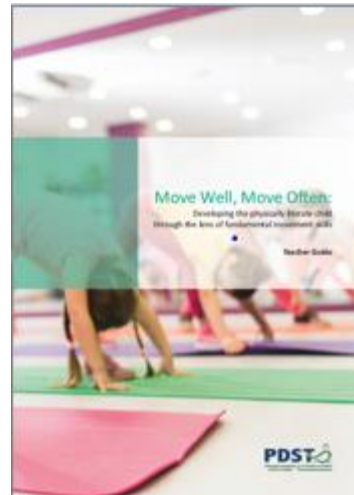
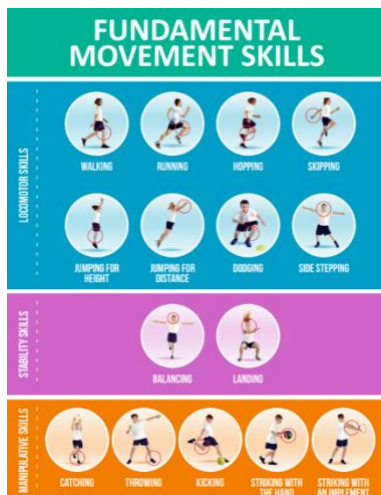


# PRIMARY PHYSICAL EDUCATION



## An Introduction to Physical Literacy and Fundamental Movement Skills

## Physical Literacy: An Introduction

Research shows that being physically active later in life depends on feeling confident in an activity setting; and that confidence, as an adult, most often comes from having learned a range of specific movement skills as a child. Physical Literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long enjoyment and for sporting success. The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to value and take responsibility for engagement in physical activity for life. (International Physical Literacy Association, May 2014)

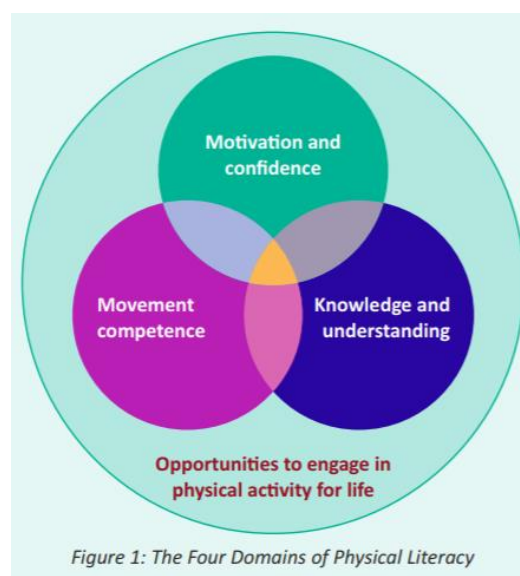
Physical literacy is the underlying goal of all physical activity and addresses the whole child and respects each pupil as an individual. Through focusing the lens on the development of FMS in the primary school, we can create an environment in which pupils can flourish physically and meet the milestones of physical literacy as they move through the school years, so that they are more likely to continue to be active outside of school and later in life. We aim to teach our pupils to move well, so that they will move often.

**Movement Competence** (Physical) refers to an individual's ability to develop movement skills and patterns, and the capacity to experience a variety of movement intensities and durations. Enhanced movement competence enables an individual to participate in a wide range of physical activities and settings.

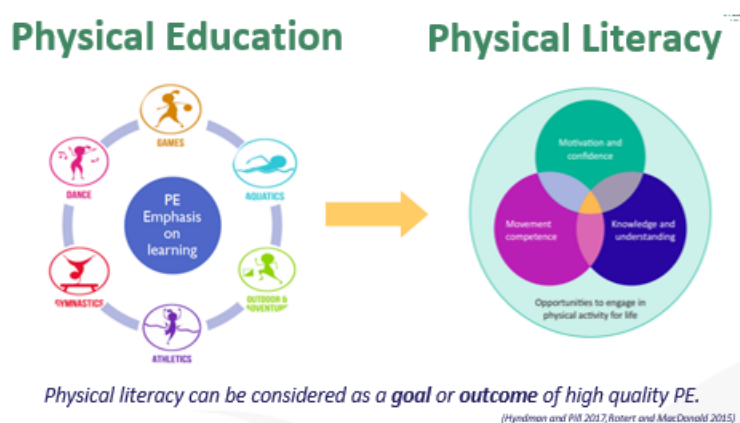
**Motivation and Confidence** (Affective) refers to an individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life.

**Knowledge and Understanding** (Cognitive) includes the ability to identify and express the essential qualities that influence movement, understand the health benefits of an active lifestyle, and appreciate appropriate safety features associated with physical activity in a variety of settings and physical environments.

**Opportunities to Engage in Physical Activities for Life** (Behavioural) refers to an individual taking personal responsibility for physical literacy by freely choosing to be active on a regular basis. This involves prioritising and sustaining involvement in a range of meaningful and personally challenging activities, as an integral part of one's lifestyle.<sup>3</sup>



## The Relationship between Physical Education and Physical Literacy



### What are Fundamental Movement Skills?

FMS are the basic building blocks of movement and a core element of physical literacy, because enhanced movement competence enables pupils to participate in a wide range of physical activities and settings, for a variety of intensities or durations. It is only when these skills are mastered that a child can go on to develop specialised movement skills, which will allow them to reach their potential in sports-specific endeavours. FMS are divided into the following three categories:

Locomotor Skills	Stability Skills	Manipulative Skills
Transporting the body in any direction from one point to another	Balancing the body in stillness and in motion.	Control of objects using various body parts.
<ul style="list-style-type: none"> <li>Walking</li> <li>Running</li> <li>Hopping</li> <li>Skipping</li> <li>Jumping for height</li> <li>Jumping for distance</li> <li>Dodging</li> <li>Side stepping</li> </ul>	<ul style="list-style-type: none"> <li>Balancing</li> <li>Landing</li> </ul>	<ul style="list-style-type: none"> <li>Catching</li> <li>Throwing</li> <li>Kicking</li> <li>Striking with the hand</li> <li>Striking with an implement</li> </ul>

### How do I teach FMS in my PE programme?

The **Move Well, Move Often** interactive resource has been designed to complement the teaching of the PE curriculum. The resource features a Teachers' Guide, three Skills and Activities books, and a suite of online resources including video clips, planning exemplars and sample lessons. More than 350 activities are presented in the resource to provide opportunities to develop FMS. Furthermore, take home activities are provided throughout the resource to enable pupils to reflect on, consolidate and share their learning outside of the PE lesson. These experiences should lead to a physically literate pupil, who has the movement competence, confidence, and understanding to continue participation in physical activity throughout their lives. It is not intended that the development of FMS replaces the PE lesson. Rather, it is intended that this **skill development is integrated into the PE lesson** in line with the overall school plan. In this way, the teacher focuses a lens on skill development within a lesson that is based on one of the six strands of the PE curriculum.

## Planning:

The following sample templates are intended for illustrative purposes only. Schools should select the number of skills for development in any given year in accordance with pupils' needs and aligned with the School Plan. It is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. A whole-school approach to planning should be incorporated when planning for PE to ensure that PE provision is broad and balanced, and that all FMS are developed across the school years. **It is recommended that after eight years in primary school, each pupil will have covered each skill in depth a minimum of two times.** Best practice suggests that, within a 4 week or 6 week block, a teacher should **focus on one strand, one skill and a maximum of two teaching points within any one lesson.** The skill needs to be embedded into each lesson and strand, ensuring it is not isolated but rather entwined into each session alongside the curriculum objectives.

When initially creating a whole – school plan, match a strand and a chosen Fundamental Movement Skill where there is ample opportunities within the strand to develop the chosen skill. See sample templates below and for more information see Move Well Move Often Teacher Guide pg. 16 – 17.

Also see planning and editable templates please see <https://www.scoilnet.ie/pdst/physlit/planning/>

### Sample Planning Template – 6 Week Block

6 week block (dates)	Strand	Fundamental Movement Skills at Class Level							
		J. Infants	S. Infants	1 <sup>st</sup> Class	2 <sup>nd</sup> Class	3 <sup>rd</sup> Class	4 <sup>th</sup> Class	5 <sup>th</sup> Class	6 <sup>th</sup> Class
04.09.18 – 12.10.18	GAMES	Throwing	Kicking	Striking with the Hand	Kicking	Striking with an implement	Dodging	Kicking	Striking with the hand
15.10.18 – 30.11.18	GYMNASTICS	Walking	Landing	Jumping for height	Side stepping	Balancing	Skipping	Catching	Landing
3.12.18 – 25.01.19	DANCE	Balancing	Jumping for Height	Skipping	Jumping for distance	Landing	Jumping for Height	Hopping	Side stepping
29.01.19 – 8.3.19	GAMES	Catching	Dodging	Balancing	Running	AQUATICS	AQUATICS	AQUATICS	AQUATICS
12.3.19 – 3.5.19	ATHLETICS	Running	Striking with an implement	Landing	Striking with an implement	Throwing	Jumping for distance	Running	Throwing
7.5.19 – 21.6.19	O&A	Skipping	Side stepping	Hopping	Dodging	Running	Catching	Balancing	Skipping

## Sample Planning Template – 4 Week Block

	September	October	November	December
Term 1	 OUTDOOR & ADVENTURE	 ATHLETICS	 DANCE	 GYMNASTICS
	Running	Running		Landing
	January	February	March	
Term 2	 GYMNASTICS	 DANCE	 GAMES	
	Landing	Skipping	Catching	
	April	May	June	Subject to pool timetabling per class
Term 3	 GAMES	 OUTDOOR & ADVENTURE	 ATHLETICS	 AQUATICS
	Kicking		Throwing	

## Blank Sample Whole – School Planning Template



Figure 3: Strands of the PE Curriculum

Locomotor Skills	Stability Skills	Manipulative Skills
<ul style="list-style-type: none"> <li>• Walking</li> <li>• Running</li> <li>• Hopping</li> <li>• Skipping</li> <li>• Jumping for height</li> <li>• Jumping for distance</li> <li>• Dodging</li> <li>• Side stepping</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing</li> <li>• Landing</li> </ul>	<ul style="list-style-type: none"> <li>• Catching</li> <li>• Throwing</li> <li>• Kicking</li> <li>• Striking with the hand</li> <li>• Striking with an implement</li> </ul>

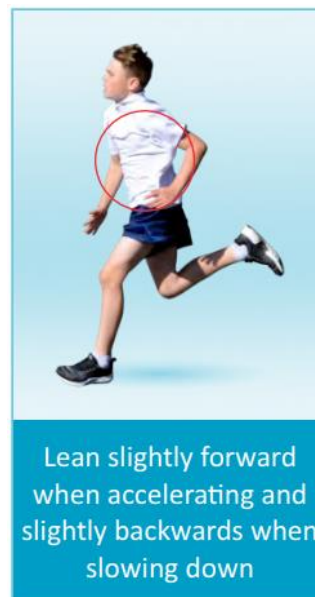
<b>PE PLAN</b>						
<b>Term 1</b>	<b>Month</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	
	<b>Strand</b>					
	<b>FMS</b>					
<b>Term 2</b>	<b>Month</b>	<b>January</b>		<b>February</b>		<b>March</b>
	<b>Strand</b>					
	<b>FMS</b>					
<b>Term 3</b>	<b>Month</b>	<b>April</b>		<b>May</b>		<b>June</b>
	<b>Strand</b>					
	<b>FMS</b>					



## Teaching Points for Running

Running is a similar action to walking except there is a moment of suspension called the flight phase when both feet are simultaneously off the ground. Momentum is achieved when force is created by the back leg driving off the ground. The greater the force created and applied in a given direction, the faster the run will be. When practising running, ensure that activities are done in an open playing area. If an enclosed area is used, make sure there is adequate space between pupils and a large run-off safety area to allow pupils the opportunity to slow down and stop. See a video of this skill performed on [www.scoilnet.ie/pdst/physlit/fms-activities/running/](http://www.scoilnet.ie/pdst/physlit/fms-activities/running/)

Here are the teaching points for the **Sprint Run**:



From: **Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills**, PDST. Available on [www.scoilnet.ie/pdst/physlit](http://www.scoilnet.ie/pdst/physlit)

## Warm-up Activities for Running and the Strand of Athletics

### Cone Game

Spread cones around the playing area. Assign a body part to each colour.

- Blue – hand
- Red – foot
- Green – elbow
- Yellow – tummy
- White – knee



All pupils jog, skip, march, side-step, etc. around the cones. On a signal (whistle), pupils stop at the nearest cone and match a body part to the cone.

Consider using only two colours at the beginning, and adding additional colours (and instructions) as the game continues.

### Chatty Run

Arrange pupils in pairs. Invite them to run around the space at a jogging pace for a designated time – slow enough that they can chat to each other without getting out of breath. Suggested times:

- Infants: 30sec to 90sec
- First and Second: 30sec – 2mins
- Third and Fourth: 30 sec – 3mins
- Fifth and Sixth: 30 sec – 5mins



### Four Corners Partner Run

Arrange pupils in groups at square grids. All pupils line up at one cone in the square (**base**). The first and second pupil run to the first cone together, clockwise around the square. The first pupil continues around the square, while the second pupil returns back to the base. The third pupil joins the second pupil to run to the first cone. Again, the second pupil continues around the square and the third pupil returns to base and the game continues. You should always have a partner while you run the first side of the square, but you continue around the square on your own. After everyone has had a turn, reverse the direction of the run and repeat. Additionally, enlarge the square and repeat.

### Card Suits

Invite pupils to stand in a space and start walking on the spot. Using an oversized deck of cards, assign an action to each suit in the deck, e.g.

- Diamonds: Lunges
- Hearts: Jump as high as possible
- Clubs: Star Jumps
- Spades: Squats



The teacher begins by turning over the cards one by one. The suit on the card indicates the action the pupils must perform, while the number indicates the repetitions, e.g. 10 of diamonds means 10 lunges. Jack, Queen and King can be omitted from the pack or can signify 10. Joker cards signify a jog around the playing area for a designated time. Alternatively, arrange the pupils into groups and divide the pack of cards among the groups.

### Suit Shuffle (Book 3, Page 17)

Arrange the pupils in four groups and assign a suit of cards to each group. Each group lines up in one corner of the playing area, behind a cone. In the centre of the playing area, all of the playing cards are spread around on the ground, face down. On a signal, the first pupil from each group runs into the centre of the space and turns over one card. If the card matches the suit of their group they bring it



back to their cone. If not, they turn the card back over so that it faces down again. Each pupil may only turn over one card per run. The aim of the activity is for each group to retrieve all thirteen cards of their suit, and lay them out face up in numerical order at their cone. Pupils are encouraged to communicate with each other to help turn over the correct cards.

**Variations:**

- To shorten the activity, only use half of the deck of cards, Ace – seven.
- If pupils turn over a joker, their team have to perform five star jumps.



**1,2,3 Action**

- Invite the pupils to stand facing each other in pairs. Give each pupil a letter A or B. ‘A’ starts by saying the number 1. B follows by saying the number 2, and A says 3. Continue until the pupils are familiar with the three number pattern – 1, 2, 3, 1, 2, 3, 1, 2, 3,
- Now ask the pupils to replace the number 1 with a jump, so instead of saying the number one, the pupil jumps (two feet to two feet on the spot, high as they can). The numbers 2 and 3 are spoken as before.
- Once the pupils are comfortable with this (jump, 2, 3, jump, 2, 3,) invite them to replace the number 2 with an action of their choice. So the pattern is now jump, action, 3, jump, action, 3.
- Continue by replacing the number 3 so that all of the numbers are now actions. Allow the activity to continue for a set amount of time, and then reverse the process.



**Buddy ball**

Grid will be marked out using 4 cones, designate a number of pupils to be taggers. The number may vary according to the number of pupils (e.g. 10 or less 1 tagger, 10 or more 2-3 taggers). If you’re tagged you must freeze with your hands in the ready position for a catch. You can only be freed by catching a ball that is passed to you by your buddy. After a few people have been tagged the teacher will introduce a ball which pupils must pass around to classmates who are frozen. The tagger cannot freeze a person who has the ball in their hands. As pupils become familiar with the game add in additional catchers and more than one ball. Pupils will now have to work as a team and move the ball quicker as there will be more catchers.

**Everybody’s on tag**

Mark out an appropriate playing area and encourage pupils to spread evenly throughout the space. In this game everyone is ‘on’ and acts as a tagger whilst at the same time trying to avoid being tagged. If tagged you must leave the playing area and perform a designated exercise (e.g. 10 jumping jacks) before returning to the game.

**Over, under, around and through**

Divide the pupils into groups of three. Two of the pupils will join their hands together facing each other first making a low bridge, the third person steps over the bridge (hands). Next a higher bridge is made by the same pair for the third person to run under. Finally the pair make a bubble by joining hands, tilting one arm towards the ground and one towards the sky, the third person steps through the space. The sequence is repeated until all members of the team have gone over, under, around and through.

## Sample lesson plan

### Sample Lesson Plan – Focusing on the Fundamental Movement Skill of Running in an Athletics lesson

<b>Class Level</b>	1 <sup>st</sup> & 2 <sup>nd</sup> Class
<b>Strand</b>	Athletics
<b>Strand Units</b>	Running; Jumping; Throwing
<b>Curriculum Objectives</b>	<p><i>The child should be enabled to</i></p> <ul style="list-style-type: none"> <li>• jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes</li> <li>• sprint distances of 20–30m, with the emphasis on sustained effort throughout the sprint</li> <li>• practise reaction sprints and the standing start</li> <li>• participate in a team relay in small groups, using various means of travelling</li> <li>• explore the various ways of jumping</li> <li>• experiment with appropriate objects and methods of throwing, aiming for height and distance</li> <li>• describe and discuss movement and ask and answer questions about it</li> </ul>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• Learn one/two new teaching points for running (head up and eyes forward; elbows bend at 90 degrees)</li> <li>• Realise the important role running plays in many games and in Athletics</li> </ul>
<b>Fundamental Movement Skill</b>	Running
<b>Resources</b>	Peer assessment sheet for running, clipboards, pencils Cones, beanbags, hoops, balls, quoits,, spot markers, chalk, deck of cards, whistle and watch

### Introduction

- 1. Context:** Lesson 1 of 6 (Running within the strand of Athletics)
- 2. Intended learning outcome:** Today we will look at the strand of athletics. We will be running, relaying, jumping and throwing but we will pay special attention to the skill of running. There are lots of times when we will need to be good at running. Who can think of any suggestions?
- 3. Introduce teaching points:** When we are running we will focus on (1) Holding the head up, stable, eyes looking forward. Can anyone show me what this looks like? Why do you think this might be important? (2) Elbows bent at 90 degrees. Is there another way we can say it? What do my arms look like from the side? Don't they look like a capital L. What will this do for our running technique? It will make it more powerful, and help us to run faster. We will need to make sure that our arms stay close to our body. Why is this important? This is an efficient running technique.

## Warm Up

Select one or two activities from the warm-up activities listed previously. Complete some whole body stretching.

## Main Content – Whole Class;

### Movement Inspector (Book 1 Page 23, Book 2 Page 23, Book 3 Page 11)

The movement inspector is a teacher-led exercise which encourages guided discovery and allows pupils to identify the correct technique.

Remind the pupils that over the next few PE lessons they will be thinking about how they can use their bodies to run. Using the movement inspector invite the pupils to move around the space exploring the skill of running. Introduce the various prompts and questions in turn to help guide the pupils learning.

### Jumping activity

- **Jumping** (Spot Markers)

5 Jumps

Randomly place hula hoops/ spot markers around the playing area. At first pupils run around the playing area. On the teachers signal all pupils step onto a spot marker/into a hula hoop. The teacher will then tell the pupils the way in which they will jump off the spot (see below). Encourage pupils to look where they are jumping to avoid collisions. Pupils continue running again until the teacher signals or alternatively encourage pupils to run jump and land using their own sequence.

Encourage pupils to try all of the 5 basic jumps from the primary PE curriculum:

- 2 feet to 2 feet
- 2 feet to 1 foot
- 1 foot to the same foot
- 1 foot to the other foot
- 1 foot to 2 feet

### Throwing activity

- **Throwing** (Hula Hoops, Bean Bags, Balls, Spot Markers)

### Islanders relay

Divide the pupils into groups of 4-5 at one side of the playing area and give each group one ball/beanbag. Nominate one child from each group to be the islander. The islander moves to the opposite side of the playing area behind a designated line of cones and faces back towards their team. Randomly place poly spots or hula hoops throughout the playing space. On the teachers signal the first person from each group runs out and tries to throw the ball/beanbag (food parcel) to the islander while standing on a spot/inside a hula hoop of their choice. The teacher may wish to encourage pupils to use different types of throws (e.g. underarm/overarm) If they ball/beanbag is successfully caught they bring back the spot/cone to their team and change the islander. The game concludes when all spots/hoops are gone. Encourage teams to try and beat their score from a previous round.

### THE MOVEMENT INSPECTOR

#### Introducing the skill of running

Try to run...	Effective questions
• tall like a giraffe without bending your knees	What position should your body be in?
• small like a pixie bent over at the waist	Try to make an L with your arms - is it possible?
• without moving your arms	Where should you look?
• looking at the sky/looking at the ground	How should you land/take off?
• on your tiptoes/flat footed	If running backwards look over shoulder
• forwards/backwards	What are arms and knees doing?
• as fast as you can on the spot	What happens to technique when you - get tired or get competitive?
• along a different path to everyone else	
• for as long as you can	
• as fast as you can	
• in front of/behind a partner	
• holding hands	
• using all the correct technique outlined	Let's put it all together!

## Development – Go Grab It (whole-part-whole approach) Book 1 Page 28

**Whole:** This will involve playing a relay version of the activity “Go Grab It”. Participants are invited to line up in relay formation behind a hula-hoop. In turn, the first participant at the top of each line must run out to collect one piece of equipment, returning to their group and leaving their piece of equipment in their hula-hoop. This continues until all equipment has been collected. Pupils are encouraged to focus on their L-Shaped Arms when they are running.

**Part:** During the ‘part’ component, the skill is isolated and the teaching point of the skill is explored in a simple activity. It can be performed individually, in pairs or in a small group. This provides the pupils with an opportunity to practice their skill without an element of competition or distraction that an activity could provide. In pairs, participants take turns to observe their partner sprint running and offer feedback on their partner’s L-shaped arms through use of a peer observation checklist (see below).

**Whole:** The second ‘whole’ is used to apply the learning done in isolation (in the part) to a real life context again, giving relevance to the learning done and providing an opportunity to practice the skill in a more authentic setting. For this ‘whole’ element’ return to play the game Go Grab it again. Place all equipment back to the original place and assign a colour to each group. As a variation participants could collect pieces of equipment relative to their specific colour.

## Conclusion

### Summary:

*Summarise the teaching points of running learned to date:*

1. Hold the head up, stable, eyes looking forward
2. Elbows bent at 90 degrees

## Cool Down activities

- Arrange pupils in pairs and encourage them to take part in a chatty run around the playing area. Sample prompts for discussion might include what they have learned in their PE class today or what was their favourite part of the lesson
- During the activity, alter the locomotor skill being used – run, skip, walk, etc. gradually slowing down the speed at which they are moving.
- Perform some whole body stretches, breathing in and out slowly.
- To finish, shake out legs and arms and return to class.







### Take Home Activities: *select one of the following*

- In your PE journal, draw a picture of you performing a sprint run. Remember today’s teaching points.
- At home, teach the teaching points of running that you learned today to a family member or a friend.

## Assessment:

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• PUPIL ASSESSMENT: PEER OBSERVATION - RUNNING

My name is			Class	
My partner's name is			Date	
<p>Today we are looking at the skill of: <b>Running</b></p> <p>My partner needs to:</p>			 Looks good	 Needs more practise
1	Hold their head up, stable and eyes looking forward			
2	Bend their elbows at 90 degrees			
3	Drive their arms backwards and forwards vigorously in opposition to their legs.			
4	Arms stay close to the body			
Pupil's comments:			Teacher's comments:	

**Leadership in Physical Education:**

Consider what actions you can to do to lead and support change in PE in your school:

Time Frame:	My Actions:
<b>This School Week</b>	<hr/> <hr/>
<b>This school Year</b>	<hr/> <hr/>
<b>Next School Year</b>	<hr/> <hr/>

### Key Messages to share with my Staff:



- Embed **one** skill into one strand over a four/six week block.
- Focus on one, max two teaching points per PE lesson.
- Move Well Move Often website - <http://www.scoilnet.ie/pdst/physlit>
- For sample PE Lesson Plans see PSSI website – [www.pssi.pdst.ie](http://www.pssi.pdst.ie)
- Collaborate with External Coaches in using the Move Well Move Often resource and consider embedding a suitable skill during the PE classes where applicable
- Consider using Take Home Message/PE homework after your PE lessons for ideas see [www.scoilnet.ie/pdst/physlit/beyond/](http://www.scoilnet.ie/pdst/physlit/beyond/)
- Examine the methods of Assessment and choose one that is suitable for your class. <http://www.scoilnet.ie/pdst/physlit/assessment/>
- How to apply for a PDST PE Advisor to support your school in PE:
  1. Website: [www.pdst.ie/schoolsupport](http://www.pdst.ie/schoolsupport)
  2. Password: SchoolSupport2019
  3. School Roll Number

### Notes

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