

Move Well, Move Often:

Developing the physically literate child
through the lens of fundamental movement skills

Teacher Guide

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Introduction

This resource is intended to contribute to the development of the physically literate child. It has been designed to complement the teaching of the Irish Primary School Physical Education (PE) Curriculum and aims to provide a range of tools to support the teacher in teaching fundamental movement skills (FMS) throughout the primary school. 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 (Whitehead, 2016). 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 strands of the PE curriculum. It is suggested that the teacher introduces a maximum of two teaching points per skill during each PE lesson.

The design of this resource emerged from the development of Government-led initiatives. The National Physical Activity Plan was developed, as part of the Healthy Ireland framework, in response to increasing levels of evidence that suggest physical inactivity is one of the leading health risk factors. At present only 19% of primary and 12% of post-primary school children meet the physical activity recommendations from the World Health Organisation; 10% of active sports participants at primary school have dropped out of sport by the first year of post-primary; and one in four children are unfit, overweight or obese and have elevated blood pressure. A key feature of the plan highlights the need for physical activity to be implemented as an educational tool, especially at primary level. This resource will enable the teacher to implement a wide range of activities aimed at developing the physically literate pupil as part of their PE programme.

This is an interactive resource comprising a teacher guide, three teacher resource books and supplementary online material. Each book outlines teaching and learning approaches for fifteen FMS. The activities that are outlined to develop and consolidate these skills are differentiated across the three teacher resource books. For example, the activities in Book 1 are generally aligned to the infant classes, the activities in Book 2 are generally aligned to the junior/middle classes, the activities in Book 3 are generally aligned to middle/senior classes.



Physical Literacy

Physical literacy is the underlying goal of all physical activity. Physical literacy addresses the whole child and respects each pupil as an individual. The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to value and take part in physical activity throughout their personal lifelong journey.¹

Physical literacy includes four essential and interconnected elements whose relative importance may change throughout life² (Figure 1).

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. 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 fundamental movement and sports skills as a child. This is important because physical inactivity has been identified as the fourth leading risk factor for global mortality causing an estimated 6% of deaths globally (WHO, 2010).

Irish research suggests that whilst numeracy and literacy are highly valued, the development of physical literacy falls far short of what is necessary. This imbalance needs to be addressed as a matter of priority. Furthermore only 19% of primary school children met the physical activity recommendations in 2010 and these proportions had not improved since 2004.⁶

Physical literacy, while important at all stages of life, has particular significance in the early and primary school years. It is at this stage that movement competence is developed and attitudes to physical activity are established. Equally it is a time when pupils begin to develop their self-awareness and self-concept and are hungry for knowledge.⁷

Consequently PE in primary school offers extensive opportunities to nurture the physically literate child. An awareness of the four domains of physical literacy should permeate teaching and learning experiences created in PE. Whilst this resource focuses predominantly on movement competence (in particular, fundamental movement skills), it is important to place emphasis on the other domains- motivation and confidence, knowledge and understanding, and the provision of opportunities to engage in physical activities for life.



Figure 1: The Four Domains of Physical Literacy

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.³

¹Whitehead (2017)

²Francis et al. (2016)

³Canada's Physical Literacy Consensus Statement (2015)

⁴Alexander and Judy (1988)

⁵Improving Physical Literacy - Sport Northern Ireland (2008)

⁶Woods et al. (2010) CSPPA

⁷Whitehead (2013)

Fundamental Movement Skills

FMS are the basic building blocks of movement and are an essential part of everyday life and recreational activity. 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.

Typically, FMS are divided into three main categories, each of which is then subdivided into a variety of skills.

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

Figure 2: Categories of FMS

This categorisation of skills is not intended to be a definitive list. These skills have been selected as key baseline movements for a wide range of culturally appropriate activities in Ireland.

While many children develop good physical skills on their own by trial-and-error, there are many who do not. Research suggests that these skills can be developed through explicit instruction highlighting the important role that the teacher can play in developing FMS.

To become physically literate, children need to master fundamental movement skills through a series of developmental stages.⁸ This resource identifies these stages for each FMS and provides the teacher with information and teaching points needed to guide pupils through their development.

- In the **exploring stage**, pupils make a concentrated effort to learn the movement. Activities for this stage enable pupils to explore and discover for themselves what is involved in performing a particular movement skill.

- In the **developing stage**, pupils become more efficient and refined in their performance of the movement skill through repetition and practice in a variety of contexts.

- In the **mastering stage**, pupils use more automatic movements than in the developing stage. They can apply movement skills in a variety of ways and combine other movements in more complex games and activities.



⁸Sport for Life Physical Literacy (2017)



Teaching and Learning

This resource has been designed to support teachers to consider how best they can structure their PE and extra curricular provision to ensure maximum opportunity is provided to develop the physical literacy of all their pupils. The content has not been designed to be 'extra' work for the teacher. Its function is to help teachers deliver the current primary PE curriculum through the lens of fundamental movement skills, aided by a large suite of activities and assessment tools. Suggested planning templates for teaching FMS across the strands at each class level are available online.

Before you start:

The following elements of effective teaching in PE can help teachers to create a learning environment that supports pupils in becoming physically literate.

Integration


Many of the broad objectives of PE, such as the development of self-esteem, confidence, cooperation and spatial awareness, are shared with other curricular subjects. Within PE, it is through learning opportunities provided in the various aspects of movement that these objectives can be achieved. The transfer and reinforcement of learning from other areas of the curriculum can be achieved when PE is integrated with other subjects. This approach can be particularly effective in meeting the needs of pupils with individual and varied learning styles, and enables pupils to appreciate how physical literacy is an integral part of all our lives.

Content and Language Integrated Learning (CLIL)

Content and language integrated learning (CLIL) is an approach to language learning where the target language is used as the medium to teach both content and language. This process enables the attainment of both content objectives and language objectives in the same lesson. CLIL is internationally recognised as a successful approach to language teaching and learning and offers a particularly favourable approach for the teaching of Irish in primary schools. It provides opportunities for integrating Irish across the curriculum in an active and meaningful way.

PE is an appropriate subject for CLIL because it offers opportunities for discussion and active engagement by pupils in groups. This may involve pupils naturally conversing with each other, solving a problem together, conveying meaning or making a point to a peer. While the pupils will learn specific PE terminology in Irish, they will also learn to

communicate and operate through Irish in that subject. The teacher uses language in the PE lesson to question, to direct, to explain, to suggest, to prompt and to stimulate the pupil to think. In turn, the pupil is encouraged to respond by describing, discussing, speculating, explaining and expressing ideas and reactions. A whole-school approach to CLIL will enable pupils to develop a rich and varied understanding of the language of Physical Education and movement experiences across all class levels in a developmentally appropriate manner.

The CLIL approach is recommended in the Primary Language Curriculum and further support material on using CLIL is available in the Primary Language Toolkit, at www.curriculumonline.ie. Opportunities to develop the Irish language are presented in the Skills and Activities Books and relevant new vocabulary is identified by the shamrock symbol.  This resource is also available in Irish.

Differentiation and Inclusion

Pupils progress through the stages of development for FMS at different rates and for that reason, differentiation is at the heart of this resource. Three Skills and Activities Books included in this resource present a large suite of developmentally progressive activities for each skill. Variations for each activity throughout these books provide further opportunities for differentiation. Schools should select the number of skills for development in any given year, in accordance with pupil's needs and aligned with the school plan.

Pupils with special educational needs or disabilities depend on teachers to manage their learning and to provide support. Inclusive PE ensures that all pupils experience a sense of belonging during the lesson. This includes feeling respected, valued for who you are, and feeling a level of supportive energy and commitment from others. It is important to create and encourage a positive environment and to provide pupils with opportunities to enjoy physical activity with others, so that they will, in the future, approach activity as a means of socialisation and integration in the community.

All pupils exhibit a wide range of abilities in the area of PE. Some may be talented, some may be gifted, while others show significant needs and require guidance through a progressive and systematic approach to their participation and learning. In planning for teaching this subject area, it is important to keep in mind the following key issues and learning difficulties that pupils may have.

Potential Area of Difficulty	Implications for Learning	Possible strategies
Fitness levels	It may be necessary to set targets to improve fitness.	<ul style="list-style-type: none"> • include active warm ups and drills for skills practise • vary activities in the lesson to include the use of gross motor skills; regular short periods of exercise daily; cooling down exercises and consultation with parents/guardians
Listening and responding	The student may have difficulty with short-term memory and concentration span.	<ul style="list-style-type: none"> • keep instruction simple and clear. Pupils repeat instruction. • demonstration(s) of task; verbal analysis of task; pupil performs task; teacher affirms task • move to new instruction regularly
Coordination and balance	The student may have difficulties in fine and gross motor skills in all strand areas.	<ul style="list-style-type: none"> • teach suitable gait for skill, for example, throwing and catching a ball, jumping and landing, balancing. • give good visual demonstrations • reaffirm good examples and practises • use additional equipment to suit the needs of the pupil, for example softer balls, larger target • provide physical support to pupils in performing skill, for example, jumping
Spatial and body awareness	There may be safety issues for students engaging in movement exercises.	<ul style="list-style-type: none"> • provide suitable group arrangements; restrict area of movement; plan for the pupil to engage in follow the leader, and copying and contrasting exercises • use specific body parts in exercises e.g make a shape with the upper part of the body
Left-right orientation	It may be necessary to include regular exercises with these movements.	<ul style="list-style-type: none"> • include warm-up exercises/stretchers. Pupils mirror actions of peers or teacher: O'Grady says; Follow the leader • include exercises with equipment using both sides of the body
Behaviour	This will necessitate the smooth progression of lesson structure with clear instructions.	<ul style="list-style-type: none"> • establish routine format for class and the expectations of desired behaviours • ensure that the pupil is suitably placed in the class for optimum learning • check that the pupil is attending by reinforcing and questioning • involve the pupil where possible in demonstration • encourage the pupil and assign tasks opportunities for success
Social integration	Keep appropriate balance between cooperative and competitive activities. Foster enjoyment of activities with others. Encourage individual student's interest in particular aspects of the strands.	<ul style="list-style-type: none"> • group pupils appropriately • use cooperative fun activities regularly • give encouragement and acknowledge good effort • set appropriate skill development level commensurate with pupils' ability level • set reasonable targets for co-operative activities (individual and group).

Adapted from PE Guidelines for teachers of students with Mild General Learning Disabilities (NCCA)

For further support materials for inclusive classroom planning, integration and suggested teaching methodologies, consult the accompanying website for this resource: www.scoilnet.ie/pdst/physlit. In addition, the Special Education Support Service (SESS) provides a range of supports for schools in this regard and PE guidelines for teachers of students with General Learning Disabilities are available on www.ncca.ie.

Factors Impacting the Teaching of FMS

Where space is limited, alternate spaces in the school environment that could be employed for the development of physical literacy should be considered, such as the classroom, multi-purpose room, hallways, and yard. Furthermore, opportunities should be provided for pupils to engage in physical activities throughout the school day. This resource provides a large range of activities that can be completed in small spaces at a variety of different times during the day outside of the PE lesson, such as classroom movement breaks, pupil-guided yard activities, and transitions to, from and within the school. In schools where a lack of indoor space is particularly evident, the Primary PE Curriculum Teacher Guidelines also recommend the use of local facilities such as community centres, parish halls and youth clubs; cooperation with other primary or post-primary schools in sharing facilities; allocating more time to PE in good weather; visiting outdoor education centres and forming links with sports or dance organisations which provide support personnel and equipment.

Where the expertise of external tutors and coaches is engaged, teachers should ensure that these personnel are following the school plan, are aware of the needs of the individual pupils within the class, and are supporting the role of the teacher in the implementation of this physical literacy programme.



Organisational Tips for PE

- Establish clear rules, routines and expectations for PE class.
- Establish a clear signal for drawing the pupils into a group for the purpose of direct instruction, and use this signal consistently.
- Structure lessons that foster success. Select inclusive activities that meet the needs of all pupils.
- Provide consistent encouragement, effective feedback and reinforcement.
- Take care to ensure maximum time for participation in physical activity within the lesson.
- Maximise participation by avoiding exclusion and knockout games.
- Avoid activities with long wait times. Consider setting up two of the same activity if space allows.
- Lessons should allow progression from initial work undertaken individually to work with a partner and work as a member of a small group.
- Provide opportunities for pupils to work in groups to enhance cooperation in preparation for the development of team play in games situations.
- Strike a balance between competitive and cooperative activities. The focus should be on participation.
- Small sided games and mini versions of games with modified rules are suitable for PE lessons.
- Encourage pupils to create their own games and modified activities.
- Consider availability of space, resources and support personnel when planning for grouping of pupils.
- Discuss opportunities to practise what is learned in PE beyond the classroom.
- Invite pupils that can exhibit good technique to showcase the skill for the rest of the class.
- Provide opportunities for the pupils to begin practising immediately after viewing a demonstration.
- When addressing the class, line pupils up along a wall or in a tight huddle. If the PE lesson is taking place outdoors, speak to the pupils with your back to the wind.
- Use a variety of teaching methods and approaches.
- Mix boys and girls.
- Vary the way groups are arranged and teams are picked (see suggestions below).



Health and Safety Considerations

- Screen all pupils for pre-existing conditions or injuries.
- Ensure shoelaces are tied, clothing is tucked in, and all jewellery is removed.
- Ensure the playing area is free of obstructions, trip hazards and dangerous objects.
- Ensure the playing area used is an adequate distance from walls and other fixed furniture, allowing a safety zone for pupils to slow down and stop when necessary.
- When using pair or group work, ensure there is adequate space between groups to prevent collisions.
- Encourage pupils to keep their eyes open and head up when moving in a condensed playing area.
- Remind pupils about safe, respectful tagging. Ensure that pupils do not grab or push each other, and that they use soft hands to gently tag their opponents, on the back of the torso between the hip and the shoulder. Explain clearly to pupils the correct way to tag safely.
- Many fundamental movement skills, particularly locomotor skills, can be strenuous in nature. Allow pupils the opportunity to rest or stretch at regular intervals during activities.
- For safety reasons encourage the concept of spatial awareness regularly. Invite pupils to imagine that they are inside a bubble, and if they touch anyone else, their bubble will burst.
- When using an implement, ensure pupils position themselves a safe distance back from the striker. Use cones/spot markers to identify safe zones and striking zones when necessary.
- The safety statement within the school plan should contain procedures to be adopted should accidents occur in the physical education lesson.

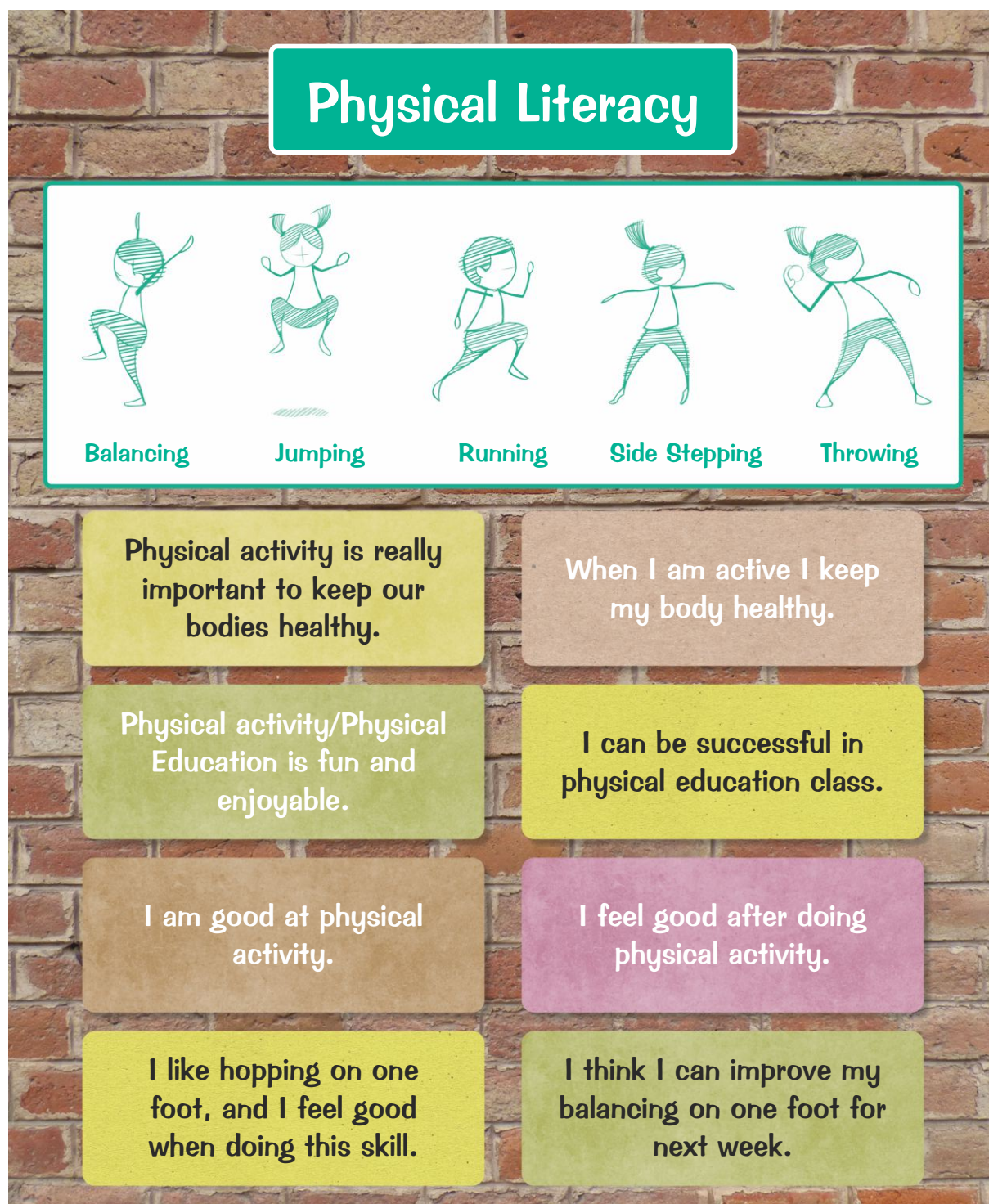


Ten Tips for Picking Teams in PE

- **Numbers:** randomly line pupils up and give them a number one, two, three, four etc depending on how many teams are required.
- **Colours:** randomly allocate pupils a colour using as many colours as teams required.
- **Technology:** Use a team selection app like 'Team Shake' to randomly select desired numbers.
- **Alphabetically:** pupils line up alphabetically by first name, then teams can be subdivided accordingly. Vary by using middle or last names.
- **Clumps:** pupils move around the playing area and on a signal from the teacher get into groups of three as quickly as possible. Repeat for groups of four, five, etc and play until the teacher is ready to call the amount of teams required for the game play. It may be useful to set a rule that no two pupils can be in the same clump twice.
- **Choose a ball:** place coloured balls or marbles in a bag e.g. four colours if four teams are required. The ball a pupil picks from the bag indicates what team they are on.
- **Playing cards:** when picking up to four teams use a deck of cards with the appropriate amount of cards in each suit. The card a pupil picks at random indicates their team.
- **Birthday line:** pupils line up by birthday date then subdivide into teams accordingly.
- **Similar characteristics:** pupils group according to hair colour, eye colour, hobbies, etc.
- **Sort by height:** pupils find a partner who is the exact same height as them and sit together. One of the two pupils then stand up, dividing pupils into two teams. This useful exercise to divide pupils into two teams can be done with hand size, shoe size, eye colour, etc.

Physical Literacy Classroom Chart

The following chart could be used in the classroom to reinforce learning about physical literacy, and to represent the voice of the pupil in relation to long-term physical activity objectives which focus on attitude, behaviour, motivation and self-efficacy. Over the course of the school year, engage a variety of questions such as those outlined below, to elicit statements from pupils and record them on a living chart in the classroom. This type of chart aims to make pupils' thinking visible. Revise and review the chart from time to time as pupils learn new skills and develop their overall understanding and appreciation of physical literacy. Integrate pupils' learning in PE lessons into other curricular areas by inviting the pupils to use the statements throughout the year as focus points for discussion, storytelling or creative writing. Depending on the class level, pupils drawings and journal entries could be added to the statements on the Physical Literacy Wall.



Suggested teacher questions and anticipated pupil responses:

Knowledge and Understanding

- **Why is physical activity important?**
Physical activity is really important to keep our bodies healthy.
- **Does everyone need to move in the same way?**
Everyone should move, but we don't all have to move in the same ways.
- **What are the health benefits of physical activity?**
When I am active I move my muscles and this is really good for keeping them healthy. Sometimes after activities, it is good for me to be a little bit out of breath.
- **What happens to my body when I am active? What does this mean? What are the benefits of this? What body parts are affected by movement?**
When I am active my heart beats faster and this is good for keeping my body healthy.
When I am active my lungs breathe faster and this is good for keeping my body healthy.
When I am active my body gets warm and I sweat a little bit, this is good for keeping my body healthy.
- **How much physical activity should I engage in everyday? What should this look like? What will happen to my body?**
I should take part in at least 60 minutes of physical activity everyday that makes my body warm, makes my heart beat faster and my lungs breathe faster.
- **What will happen if I keep doing physical activity?**
If I keep trying I will get better at doing different movements.
When I learn how to do different skills I get even better at playing games and doing physical activities.
- **Reflect on your acquisition of skills over time.**
At the start of these PE classes, I found running and skipping a little difficult, however, after this PE class, I know that I am improving.

Motivation and Confidence

- **Why should I choose to be active? Why should I take part in physical activity/Physical Education?**
When I am active I keep my body healthy.
Physical activity/Physical Education is fun and enjoyable.
I am good at physical activity.
I can be successful in PE class.
- **How do you feel after physical activity?**
I feel good after doing physical activity.
I like hopping on one foot, and I feel good when doing this skill.
- **How can I improve? What can I do?**
I think I can improve my balancing on one foot for next week.

Opportunities to engage in Physical Activity for Life

- **Who do I need to take part in physical activity?**
I can do physical activity on my own.
I can do physical activity with one friend or with lots of friends.
I can do physical activity with my family.
- **What can I do?**
There are lots of different games I can play when I am being physically active.
There are lots of different types of physical activity I can do.
I can do physical activities at home, at school, and in my neighborhood community.
My mum and dad like to walk the dog, and I like to join them on occasions.
- **How can I help myself and others to take part in physical activity?**
I don't need to compare myself to others, just to what I was able to do before.
I can encourage my friends in physical activity, and they can encourage me.

Planning for FMS in Physical Education

This section supports teachers in planning for and structuring PE and extra-curricular provision in order to provide maximum opportunities for the development of physical literacy. Begin the planning process by selecting the appropriate strand according to the school plan, and then prepare a lesson on that strand that places a focus on a particular FMS. In this way, teachers can maximise the development of FMS as part of the provision of a broad and balanced PE programme.

Considerations when implementing a programme of PE:

- the importance of enjoyment and play
- maximum participation by all children
- the development of skills and understanding
- a balance between competitive and non-competitive activities
- a balance between contact and non-contact activities
- providing opportunities for achievement for each child
- providing activities equally suitable for girls and boys.⁹

For ease of use, the colours and icons illustrating the strands of the PE curriculum in Figure 3 below are used throughout the resource.



Figure 3: Strands of the PE Curriculum

Currently, the recommended time allocation for PE in the primary school is one hour per week. Schools can distribute this time across one sixty-minute class or two thirty-minute blocks at their own discretion. In addition, discretionary curriculum time can be allocated to PE. This affords the teacher and the school the flexibility to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of pupils.

The allocation of time to the different strands of PE during the school year needs to be considered and agreed at whole-school level. It may be beneficial that blocks or periods of time be devoted to each strand to ensure progress and continuity across class levels. A strand or part of a strand can be completed in this time. Further considerations in relation to the appropriate timing of strands are outlined in the PE Teacher Guidelines (page 31-35). A sample timetable, which is not intended to be prescriptive, is outlined in Table 1.

Table 1: Sample Yearly Timetable for PE.

September	October	November	December	January
Outdoor and Adventure Activities	Athletics	Dance	Gymnastics	Gymnastics
February	March	April	May	June
Dance	Games	Games	Outdoor and Adventure Activities	Athletics
← Aquatics →				

⁹Primary School Physical Education Curriculum (1999).

It is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. Schools should select the number of skills for development in any given year in accordance with pupils' needs and aligned with the School Plan. Table 2 outlines the FMS that could be particularly suitable for teaching within each of the PE strands. This table is for illustrative purposes only and is not intended to be exclusive because some FMS can be embedded across all strands.

Table 2: Possibilities for FMS across PE Strands

Fundamental Movement Skill		Physical Education Strand					
		Athletics	Games	Dance	Aquatics	Outdoor & Adventure	Gymnastics
Locomotor	Walking	✓		✓		✓	
	Running	✓	✓			✓	
	Hopping	✓		✓			✓
	Skipping	✓		✓			✓
	Jumping (height)	✓	✓	✓	✓		✓
	Jumping (distance)	✓	✓	✓			✓
	Dodging		✓				
	Side stepping		✓				
Stability	Balancing		✓	✓	✓	✓	✓
	Landing	✓	✓	✓			✓
Manipulative	Catching		✓				✓
	Throwing	✓	✓				✓
	Kicking		✓		✓		
	Striking with the hand		✓				
	Striking with an implement		✓				

In planning a unit of work that focuses on a particular FMS, it is essential to identify the pupils' current stage of development. Upon deciding what a pupil should learn and when, it is important to note that developing movement skill is age-related but by no means age-determined. Movement skills are not developed in a predetermined universal order and will vary significantly from pupil to pupil, depending on their growth rate, maturity, gender, environmental factors, levels of practice and instruction received. Given the time taken to master any one FMS, collaboration with teachers who have

taught the class previously will be necessary in order to build on existing development. It is also important to foster a two-way system of communication between key partners involved in the pupil's physical activity experiences, e.g. pupils, teachers, coaches, and parents. This collaboration can be factored into the whole school planning process. The optimal age range for developing FMS is aligned with the primary school years. Table 3 outlines the expected stages of development and progression of FMS.

Table 3: FMS - Developmental Progression



	JI & SI		1st & 2nd		3rd & 4th		5th & 6th	
FMS Developmental Progression	5yrs	6yrs	7yrs	8yrs	9yrs	10yrs	11yrs	12yrs
Locomotor								
Walking	D	D	M	M	M	M	M	M
Running	D	D	M	M	M	M	M	M
Hopping	E	D	D	M	M	M	M	M
Skipping	E	D	D	M	M	M	M	M
Jumping (for height)	D	D	M	M	M	M	M	M
Jumping (for distance)	D	D	M	M	M	M	M	M
Dodging	E	D	D	M	M	M	M	M
Side stepping	E	D	D	M	M	M	M	M
Stability								
Balancing	D	D	M	M	M	M	M	M
Landing	E	D	D	M	M	M	M	M
Manipulative								
Catching	E	D	D	M	M	M	M	M
Throwing	E	D	D	M	M	M	M	M
Kicking	E	D	D	M	M	M	M	M
Striking with the hand	/	E	D	D	M	M	M	M
Striking with an implement	/	E	D	D	M	M	M	M

Key

E: Exploring stage
D: Developing stage
M: Mastering stage

The following pages outline suggested approaches for embedding physical literacy in a PE lesson including:

- structuring a PE lesson
- lesson planning checklist
- sample lesson plan
- Physical Literacy focus prompts

Structuring a PE Lesson

Introduction:

1. Begin by stating the intended learning outcome for the class. Ensure this outcome is linked to the FMS being addressed.
2. Introduce a maximum of two teaching points for the FMS per lesson.
3. Revise prior learning in relation to the skill, where necessary, in a quick and concise manner.

Warm Up:

- Link this activity to the FMS being addressed where possible.

Main Content:

- Deliver the curricular content of the lesson in accordance with your PE plan incorporating two teaching points of FMS where appropriate. The FMS being addressed should not be the sole focus of the PE class.

Development:

Consider using a teaching approach such as Whole-Part-Whole (other approaches are presented in the Physical Education Teacher Guidelines):

- After introducing the teaching points set up a game or relevant activity (whole).
- Pause the activity and teach one or two of the key components of the FMS in isolation (part). Allow time for pupil reflection.
- Then restart the game or activity to practise the skill in an authentic setting (whole).

Note: Opportunities may arise for the teacher to support individual pupils through effective feedback and questioning.

Conclusion:

- Summarise learning.
- Consider incorporating effective questioning or pupil self reflection.
- This may also be a useful time to give homework or set a target for the next PE class.

Lesson Planning Checklist

Introduction - what we will learn today	<input type="checkbox"/>
Warm up	<input type="checkbox"/>
Demonstrate and practise two teaching points of the FMS	<input type="checkbox"/>
Play related activity/game	<input type="checkbox"/>
Practise the FMS in isolation	<input type="checkbox"/>
Restart activity or game with a new focus on the FMS	<input type="checkbox"/>
Provide regular feedback during activity	<input type="checkbox"/>
Provide the pupils with an opportunity for assessment	<input type="checkbox"/>

Conclusion:

- *What we learned today? (take home message)*
- *What did you like about today?*
- *What would you like to do again?*

Sample Lesson Plan

Class Level:	1st/2nd Class	
Strand: Games	Strand Unit: • Sending, receiving and travelling	Strand Unit: • Creating and playing games
Curriculum Objectives	The child should be enabled to: • Practise skills previously experienced • Develop and practise ball handling skills	The child should be enabled to: • Create and develop games in pairs or small groups • Play small sided (mini) versions of games
Learning Outcomes:	<ul style="list-style-type: none"> • Learn two new teaching points for catching. • Realise the important role catching plays in many games. • Reflect on the teaching points of catching that the pupil is good at. • Identify which teaching points need more practise. 	
FMS:	Manipulative - catching	
Resources:	Cones, beanbags, tennis balls, basketballs, peer-observation checklists, clipboards, pencils.	

Introduction:

- 1. Intended Learning Outcome:** Today we will practice our ball handling skills in lots of different games. We will pay special attention to catching. There are lots of games that involve catching. Who can think of some of these games?
- 2. Introduce Teaching Points:** (i) We will focus on reaching our hands towards the object. Can anyone show me how to do that? Demonstrate for the pupils how this is done.
(ii) We will also focus on relaxing our fingers and hands and making sure they are slightly cupped when we receive the object. Can anyone show me how to do that? Demonstrate for the pupils how this is done.
- 3. Revise Prior Learning:** Recap on what was learned in the previous lesson. Can anyone remember what we learned last week that can help us when we are catching? (A. Keeping our eyes focussed on the object throughout the catch. B. Moving our feet so that we are directly in the path of the object.)

Warm Up:

Sun and Ice:

- Invite two pupils to be the sun and give them a yellow beanbag each.
- Invite two other pupils to be the icicles and give them a blue beanbag each.
- The icicles have to chase the other pupils and try to tag them by touching them with the blue beanbag. If tagged, pupils must freeze.
- A pupil can only be released if the frozen pupil catches a yellow beanbag thrown to them by the sun. Released pupil now becomes the sun and the game continues.

Main Content:

Individual throwing and catching

- Give each pupil a beanbag and invite them to find a space in the playing area.
- Invite pupils to throw the beanbag upwards and catch it with both hands.
- Encourage pupils to keep their eyes on the beanbag throughout the catch (as practised in the previous lesson).
- Invite pupils to walk around the area as they are catching, aiming to catch it ten times in a row. This is an excellent opportunity to revise moving our feet so that we are directly in the path of the beanbag when catching.

Throwing and catching in pairs

- Give each pair (A and B) a tennis ball. Invite each pair to find adequate space in the playing area and to separate so they are a good distance apart.
- Pupil A begins with the ball and throws the ball to pupil B.
- Pupil B must run into the path of the ball and catch it with both hands. **Encourage each pupil to reach towards the ball in order to catch it.**
- Pupil B then repeats the process so pupil A can attempt to catch the ball.
- Pause the activity and call the pupils in. Discuss why reaching towards the ball during the catch is important. Introduce the second teaching point, **relaxing fingers and hands and ensuring they are slightly cupped when receiving the tennis ball.**
- Invite a pair of pupils to demonstrate this teaching point.
- Invite the pupils to return to their playing area and complete five more catches each remember to reach towards the ball during the catch and relax their hands.

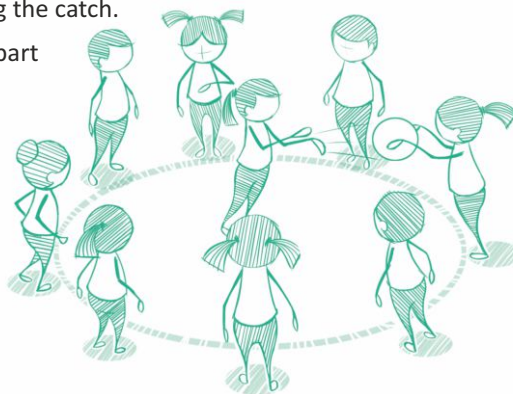
Development (Whole-Part-Whole Approach):

Whole: Crouch and Catch

- Arrange pupils in groups of eight and give each group a basketball.
- Invite each group to make a circle with one pupil in the middle holding the ball.
- The middle pupil passes the ball to each of the other pupils in the circle in turn. Each pupil crouches down after passing the ball back to show they have had a turn.
- When everyone except the middle pupil is crouched down, play is reversed so that every time a ball is caught pupils stand up again.
- When everyone is standing, a new pupil goes to the middle and the activity continues.

Part: Focus on reaching towards the ball and relaxing our fingers and hands and making sure they are slightly cupped when we receive the object.

- Pause the activity and revise today's teaching points.
- Invite one pupil to throw a basketball to you. Demonstrate for the pupils how to reach towards the ball making sure fingers and hands are relaxed and cupped during the catch.
- Show the pupils the palm of your hand and explain that this part of your hand should not touch the ball during a catch. Invite the pupils to imagine they have painted their palms with luminous yellow paint. Give each pair a ball and invite them to find a space within the playing area to practise catching ensuring that no paint ends up on the ball. Allow two minutes to practise, reminding the pupils to keep their fingers soft and relaxed during the catch.
- Bring the pupils back together. Invite the pupils to describe the skill they have practised, and what they noticed about it.



Whole: Crouch and Catch

Restart the activity with the following variation.

- Invite two pupils to start in the centre of the circle.
- The remaining pupils stay standing for the duration of the activity focussing on the teaching points of catching.
- Both pupils begin at the same time.
- The aim of the activity is for one ball to try to catch up with the other ball.

Conclusion:

Summary:

Summarise the teaching points of catching:

1. Keep our eyes focused on the object throughout the catch.
2. Move our feet so that we are directly in the path of the object.
3. Reach our hands towards the object.
4. Relax our fingers and hands, making sure they are slightly cupped when catching the ball.

Opportunity for Assessment and Feedback:

Give each pupil a peer-observation checklist and arrange the pupils in groups of three (A, B and C).

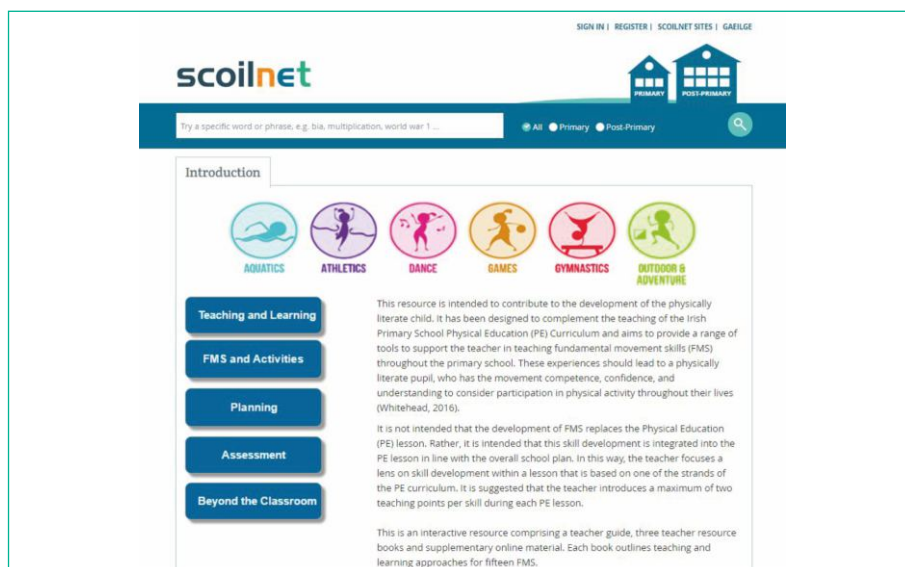
1. A and B begin by throwing and catching the ball (C observes A).
2. B and C continue throwing and catching the ball (A observes B).
3. C and A continue throwing and catching the ball (B observes C).

Return to class. Allow each pupil to give feedback to the pupil they were observing. Invite the pupils to indicate which teaching point they expect to be working on in the next PE lesson based on their checklist i.e. bending their elbows when catching.

Take Home:

- In your journal draw a picture of your catching hand position.
- Practise catching at home using a teddy or a ball.

A video clip of this lesson is available to view at www.pdst.ie/physlit and www.scoilnet.ie/pdst/physlit



Additional planning tools and resources

Further guidelines and information relating to the following can be accessed online at www.pdst.ie/physlit

- Guidelines for planning for PE at whole school level
- Templates for review of PE provision for School Self-Evaluation (SSE) of PE
- Overview of the aims and broad objectives of the PE curriculum
- Suggestions for timetabling - when to teach each strand
- Exemplars of planning templates for mapping FMS across whole school/class PE plan
- Blank planning templates for mapping FMS across whole school/class PE plan
- Integration of PE across the curriculum
- Content Language Integrated Learning (CLIL) in PE
- Safe Practice in PE lessons

Planning for teachers of students with Special Educational Needs (SEN)

- Planning for students with General Learning Disabilities (GLD)
- Differentiated instruction
- Planning for teachers of exceptionally able students
- Planning for teachers of students with physical disabilities
- The Inclusion Wheel
- The TREE principle
- Lesson planning

Planning exemplars

- Dance
- Gymnastics
- Athletics
- Games
- Outdoor and Adventure Activities
- Modified lesson plans for children with physical disabilities or SEN
 - Dance
 - Gymnastics
 - Athletics
 - Games
 - Outdoor and Adventure Activities



Assessment of FMS in Physical Education

Teacher observation and the provision of effective feedback are important pillars in the assessment of FMS.

Teacher Observation

The considerations outlined in Figure 4 can support teachers in their observation of movement.

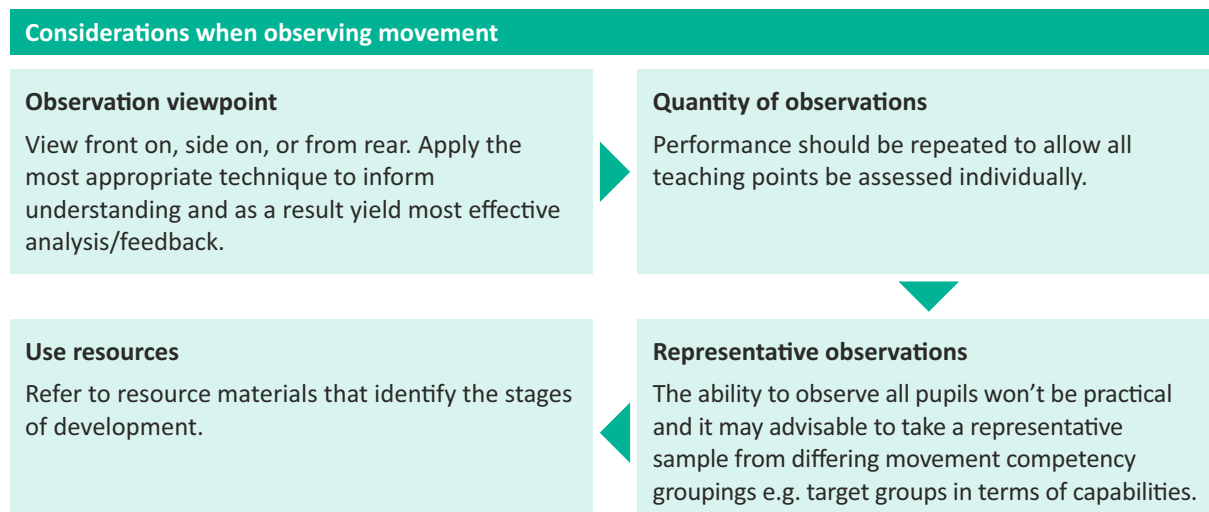


Figure 4: Considerations when Observing Movement

Effective Feedback

PE, like other subjects, depends on the teacher's ability to adapt instruction based on the progress of the pupil in order to assure mastery of movement. Feedback should not catalogue the pupils' mistakes but rather encourage the pupil to strive towards competence and mastery of the skill. The feedback given should aid the pupil's overall knowledge of performance. This will enable the pupil to establish a kinaesthetic reference for the correct movement.

Feedback can be provided in a variety of ways including:

- **Verbally:** The teacher can verbally inform the pupil of the changes that need to be made.
- **Demonstration:** The teacher or a competent pupil may demonstrate how the skill looks.
- **Technology:** Video can be used by showing the pupil an online video of the performance or a homemade video of a pupil in the school who clearly shows mastery of the skill.
- **Guiding the movement:** Physically breaking down the skill and guiding the movement of the pupil is also an effective way of showing the pupil how the movement feels.

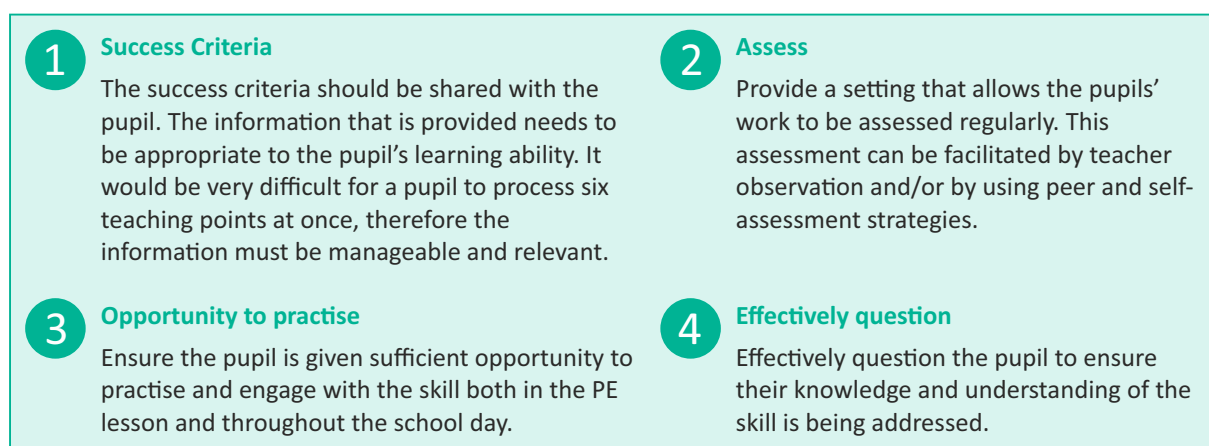


Figure 5: Considerations for Effective Feedback

Assessment Tools

The following assessment tools can support teachers in enhancing pupil learning by using the data to inform teaching and learning:

- teacher checklists
- peer observation checklists
- individual assessment profile
- self assessment.

A suite of assessment templates can be accessed online at www.scoilnet.ie/pdst/phylit



Teacher Checklists:

- Teacher checklists support the development of assessment strategies at individual pupil level, class level, and whole-school level. The photographs illustrate the teaching points of each skill. Additionally opportunities for teacher and pupil reflection are provided.
- Typically over a series of lessons, the teacher could select three to five pupils and complete a checklist for these pupils during one session and select another target group at the next session, and thereby gradually build up a class profile in a cumulative manner. The use of the assessment rubric (on each teaching card) initially would be practical for this purpose and later the information from the rubrics could be transferred to an individual pupil profile.







Hopping				
		CK - Butterflies Group	CD - Ladybirds Group	AG - Tadpoles Group
Arms bent and swing to help with leg action		Arms	✓	✓
Take off and land on the same foot, pushing off from ball of foot		Legs	✓	✓
Support leg swings in rhythm with jumping leg				✓
Support leg bends on landing			✓	✓
Can hop on both left and right leg				
Upright and steady with eyes focussed forward		Trunk	✓	✓
Hints		Comments		
What instructions should I give? Hop as far as you can. From where should I observe this skill? The side for the arm and leg action. The front for the head and eyes. What equipment do I need? Cones, whistle.		CK needs to swing her support leg more to assist with the rhythm of hopping. She can only hop on her right leg at the minute.	CD needs to use his arms more when hopping. They need to swing to help with hopping action. The support leg also needs to swing and bend when it lands on the ground. In time, practise on both legs.	AG is excellent at hopping. Needs more practise at hopping on the left leg to make it as good as the right leg.

Figure 6: Teacher Checklist¹⁰

¹⁰Get skilled: Get Active (2000).

Peer Observation Checklists:

- Peer observation checklists enable pupils in pairs to reflect critically on their own progress and to develop a sense of ownership and responsibility for their own learning.
- This approach is best used from first class upwards. Ideally, if carrying out peer observations with infant classes, use older pupils to complete the checklist.
- Peer observation of some skills will require more than two pupils, e.g. catching requires three pupils - one to throw, one to catch and one to observe.








Pupil assessment: Peer observation		Striking with an implement	
My name is:	Ivan	Class:	3rd
My partner's name is:	Fergal	Date:	25.10.16
Today we are looking at the skill of: Striking with an implement			
		 Looks good	 Needs more practise
My partner needs to:		It:	
1 stand side on to the target		✓	
2 bend their knees and keep their legs comfortably apart			✓
3 keep their eyes on the ball at all times		✓	
4 keep their hands together at the base of the implement (with the hand at the end matching their front foot)		✓	
5 extend their arms fully when they hit the ball and follow through in the direction of the target			✓
Pupil's comments: Fergal is doing really well at striking with an implement. He stands side on, keeps his eye on the ball at all times and keeps his hands at the base of the racket. He needs to work on bending his knees so that his legs aren't straight and following through when he hits the ball.		Teacher's comments: Good work Fergal and Ivan. Fergal, next week I want you to work on extending your arms out as you hit the ball and then following through with (bringing) the racket around your body so that it follows the direction the ball took.	

Figure 7: Peer Observation Checklist

Individual Assessment Profile (IAP):

- An IAP could be kept for each pupil showing their current stage of development which then can be passed onto the pupil's next teacher.
- An IAP should highlight if a pupil has not yet reached the targeted stage of development for a particular skill and show the oncoming teacher if extra skill work needs to be planned for this pupil as part of their PE programme.

FMS Profile					
Name:	Brian	D.O.B.:	25 March 2011	Class:	Junior Infants
FMS	Exploring	Developing	Mastering	Targets for JI (5 year olds)	
Locomotor Skills					
1. Walking			M	D	
2. Running			M	D	
3. Hopping		D		E	
4. Skipping	E			E	
5. Jumping for height	E			D	
6. Jumping for distance	E			E	
7. Dodging	E			E	
8. Sliding / Side gallop / Side step	E			E	
Stability					
1. Landing	E			E	
2. Balancing	E			D	
Manipulative					
1. Catching	E			E	
2. Throwing	E			E	
3. Kicking	E			E	
4. Striking with the hand	E			/	
5. Striking with an implement	E			/	
Additional Notes: Brian should be at the developing stage for both jumping for height and balancing. More practise is needed for him to move onto the next stage of development for both these skills. Encourage the use of the 'at home' ideas over the summer. Brian is an excellent runner and is at the mastering stage of running. See if Brian joining an after school athletics club is a possibility for him and his parents.					

Figure 8: Individual Assessment Profile

Self Assessment:

Self Assessment for Infant Classes

Name: Aoibhe

Age: 5 years old

Class: Junior Infants

Here is a picture of me jumping for height



How did this activity make you feel?



Teacher's Comments:

A great picture Aoibhe. I can really see you are working on straightening your arms and legs in the jump. Next time I would like to see a picture of you in the ready position.

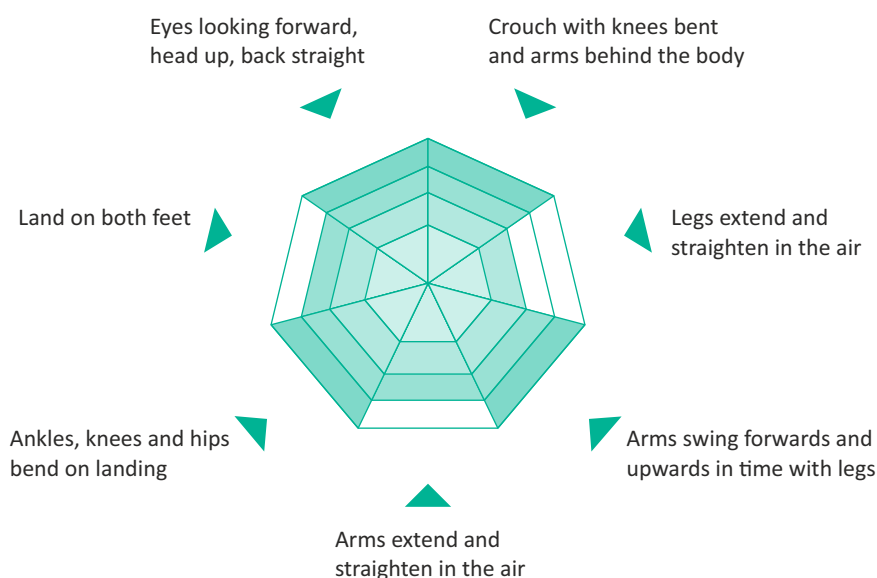
Figure 8: Individual Assessment Profile

Webs

- This is a more sophisticated assessment tool and is best used when pupils are familiar with other forms of assessment e.g. peer observation checklists.
- Each section of the web is linked to a teaching point for that skill. There are four layers within each webbed section. The pupil shades in the layers in relation to how they feel about their ability to master that teaching point:
 - the inside layer (1) states they feel they can't do it at all.
 - the next layer out (2) states they can do it but they find it hard.
 - the third layer (3) states they can do this most of the time.
 - the final, outermost layer (4) states they can do this all of the time.
- Each web provides the pupil and teacher with an opportunity to comment on their progress. This allows the teacher to guide the pupil in the direction of what they need to work on next.

Pupil Assessment

Self assessment web for **Jumping for height**



1. I can do this but I find it hard

2. I don't think I can do this

3. I can do this most of the time

4. I can do this all of the time

Pupil's Name: Ciara

While attempting this skill, I felt: good. I enjoyed trying to master the skill of jumping for height. I know what I need to work on now. I find it hard to straighten my legs in the air. I feel I don't have enough time in the air to do it. I also need to work on straightening my arms fully up in the air when I jump.

Rate your effort level:

Light ☐ Moderate ☐ Vigorous ☒

Teacher's Comments:

Super work Ciara. You are doing really well at trying to master the skill of jumping for height. Keep working on fully extending (straightening out) your arms and legs when you are in the air. Be sure to practise landing on both feet at the exact same time also. Keep up the good work.

Date: 25.10.16

Figure 10: Pupil Self Assessment Web

Stairs:

- The stairs provide opportunities for pupils to reflect on where they are in their learning with a view to identifying the next steps in their learning.
- Ideally the stairs should be used after the web. The web gives the teacher and pupil an idea on which teaching points need to be prioritised. These teaching points should then be referenced on the stairs to mastery.

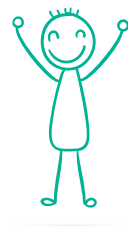
Pupil Assessment: Self Assessment			
My name is:	Ciara	Class: 5th	Date: January 2016
My challenge is: to improve the skill of jumping for height			
...What steps do I need to take to get there?			
		What I will do next:	The next day I am going to work on step 2 - landing on both feet at the same time.
		4	I need to straighten and extend my legs when they are in the air.
		3	I need to straighten my arms out fully when I am in the air.
What I can do now:	1	I'm really good at keeping my head up and eyes looking forward and crouching down with my knees bent and making sure my arms are behind my body. I always make sure my ankles, knees and hips are bent on landing and that my arms swing forwards and upwards in time with my legs.	
Teacher's Comments: Great work Ciara. I look forward to watching your progress with landing on both feet at the same time. Once you have mastered this, you can move on to extending your arms and legs fully during the flight phase of the jump.			

Figure 11: Pupil Self Assessment Stairs

Developing the Physically Literate Child Beyond the Classroom

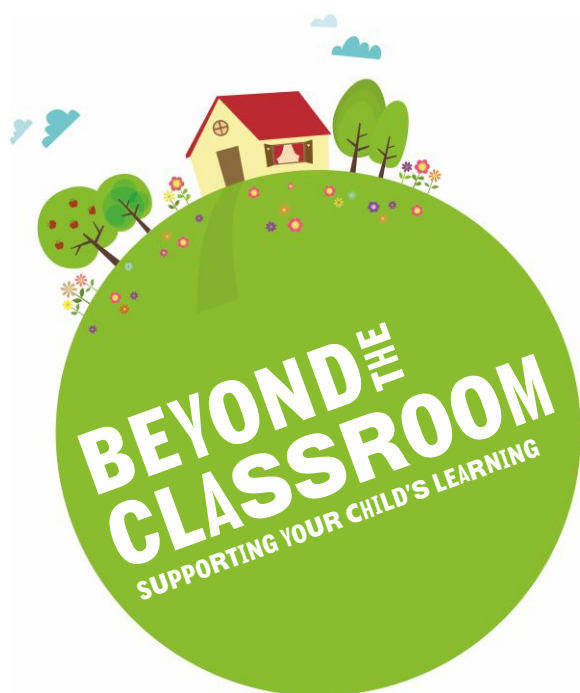
Communication between home, school and the community is a fundamental part of effective education. This communication can take many forms including oral and written interaction. The benefit of oral communication is that it involves a two-way process where information can be shared and so should be used as frequently as possible. Where this is not possible, written communication has its place, however, it does not always facilitate two-way sharing.

The physically literate child can be developed by a wide range of different people and environments. Through worthwhile and beneficial experiences at school, at home and in the community children are given the ability, the confidence and the motivation to participate in physical activity now and throughout their lives. Considering we all have a role to play, the following templates could be used (and adapted accordingly) to inform parents, coaches and other relevant partners of opportunities for supporting the development of fundamental movement skills beyond the classroom. The template provides the recipient with information about the skill, the teaching points that the child is learning in school and some ideas for developing the skill at home.



Figure 12: Potential Pillars of supporting the Physically Literate Pupil



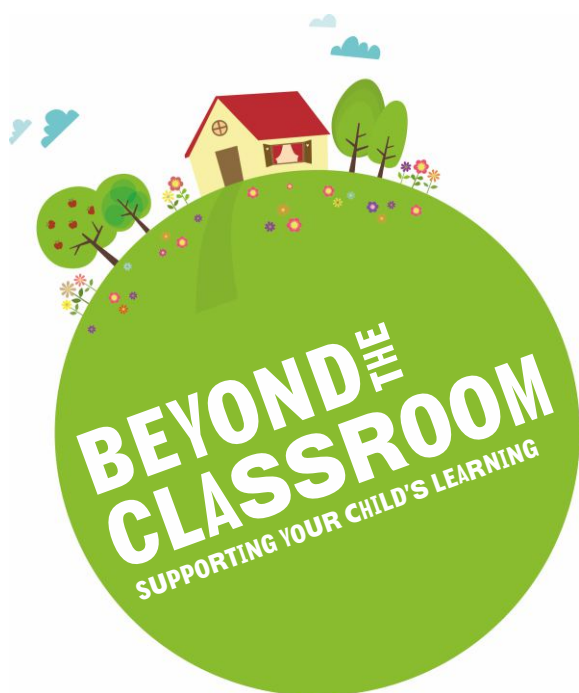


As part of PE our school is focussing on the development of movement skills. There are 15 skills which are divided into three categories.

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

As we work through a skill as part of PE, I will send home ways to support your child's learning through outlining suggestions of how the development of the skill can be supported at home.

Class Teacher



Walking is the most basic of locomotor skills that involves the transfer of weight from one foot to another while moving either forwards or backwards. It is probably the most used fundamental movement skill as it appears in every aspect of daily life. Walking technique is often taken for granted, however, it is an important precursor to other fundamental movement skills and should be given proper attention.

Teaching Points

- Maintain good posture by keeping the body straight and walking tall. The head should be in line with the spine and eyes looking forward.
- The arms swing in a small natural arc in opposition to the feet.
- Toes are always facing forward during each step.
- When planting the foot, use a heel-to-toe action. The heel touches the ground first and then the toes.
- The knees should bend slightly when the foot makes contact with the ground.

At Home

- Encourage your child to analyse the way your family/friends walk and choose the person that walks most efficiently.
- Ask them to list ten different activities where you have used walking in the past week.
- Video your child walking, play it back to them and ask them to write down two areas of technique they are doing well and one where they could improve.
- Ask them to draw a picture that shows the importance of correct walking in everyday life.

Class Teacher



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 - Bray School Project NS, Wicklow
 - Our Lady of Good Counsel GNS, Dun Laoghaire, Co. Dublin
 - St. Patrick's JNS, Corduff, Dublin
 - Berrings N.S. Berrings, Co. Cork
 - Bunscoil Chríost Rí Turners Cross, Turner's Cross, Cork, Co. Cork
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 - Oatlands Primary School, Stillorgan, Co. Dublin

Furthermore, although other resources were also used during the research and development phase of this resource, the following resources were considered to be particularly useful:

- Move and Play through Physical Literacy: Be Fit for Life, Canada - accessed from <http://befitforlife.ca/resources/move-play-through-physical-literacy/>
- Fundamental Movement Skills Book 1 and 2, Department of Education Australia - accessed from <http://det.wa.edu.au/stepsresources/detcms/navigation/fundamental-movement-skills/>
- Fundamental Motor Skills: A Manual for Classroom Teachers, Department of Education Victoria - accessed from <https://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/fmsteachermanual09.pdf>
- Developing fundamental movement skills Resource, Sport New Zealand - accessed from <http://www.sportnz.org.nz/managing-sport/search-for-a-resource/guides/fundamental-movement-skills>

Glossary of Terms

CCEA	Council for the Curriculum, Examinations and Assessment
CLIL	Content and Language Integrated Learning
CPD	Continuous Professional Development
CS4L	Canadian Sport for Life
CSPPA	The Children's Sport Participation and Physical Activity Study
DES	Department of Education and Skills
GLD	General Learning Difficulties
FMS	Fundamental Movement Skills
HSE	Health Service Executive
HWB	Health and Wellbeing
ICT	Information and Communications Technology
IPPEA	Irish Primary Physical Education Association
IWA	Irish Wheelchair Association
IWS	Irish Water Safety
LSP	Local Sports Partnership
PE	Physical Education
PEAI	Physical Education Association of Ireland
PL	Physical Literacy
PDST	Professional Development Service for Teachers
PSSI	Primary Schools' Sports Initiative
NCCA	National Council for Curriculum and Assessment
SEN	Special Educational Needs
SESS	Special Education Support Service
SIDO	Sports Inclusion Disability Officer
SSE	School Self-Evaluation
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organisation

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