



Professional Development
Service for Teachers

An tSeirbhís um Fhorbairt
Ghairmiúil do Mhúinteoirí

www.pdst.ie



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Move Well Move Often

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

SEMINAR 1 - 2017



3 Year CPD Rollout

Seminar 1	Seminar 2	Seminar 3
2017	2017/2018	2018/2019
Locomotor Skills	Stability Skills	Manipulative Skills

Key Messages

1. Teaching the PE curriculum through the lens of fundamental movement skills will enhance the learner experience
2. Fundamental movement skills are a core element of Physical Literacy
3. Moving well and moving often contributes to children's overall wellbeing and development

Global Context



Video Source: <https://www.youtube.com/watch?v=OiSzbZUQRPk>

Irish Context





WHAT IS "PHYSICAL LITERACY?"



Video source: <https://www.youtube.com/watch?v=0x6foP9O880>

Physical Literacy

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.

(Whitehead 2017)

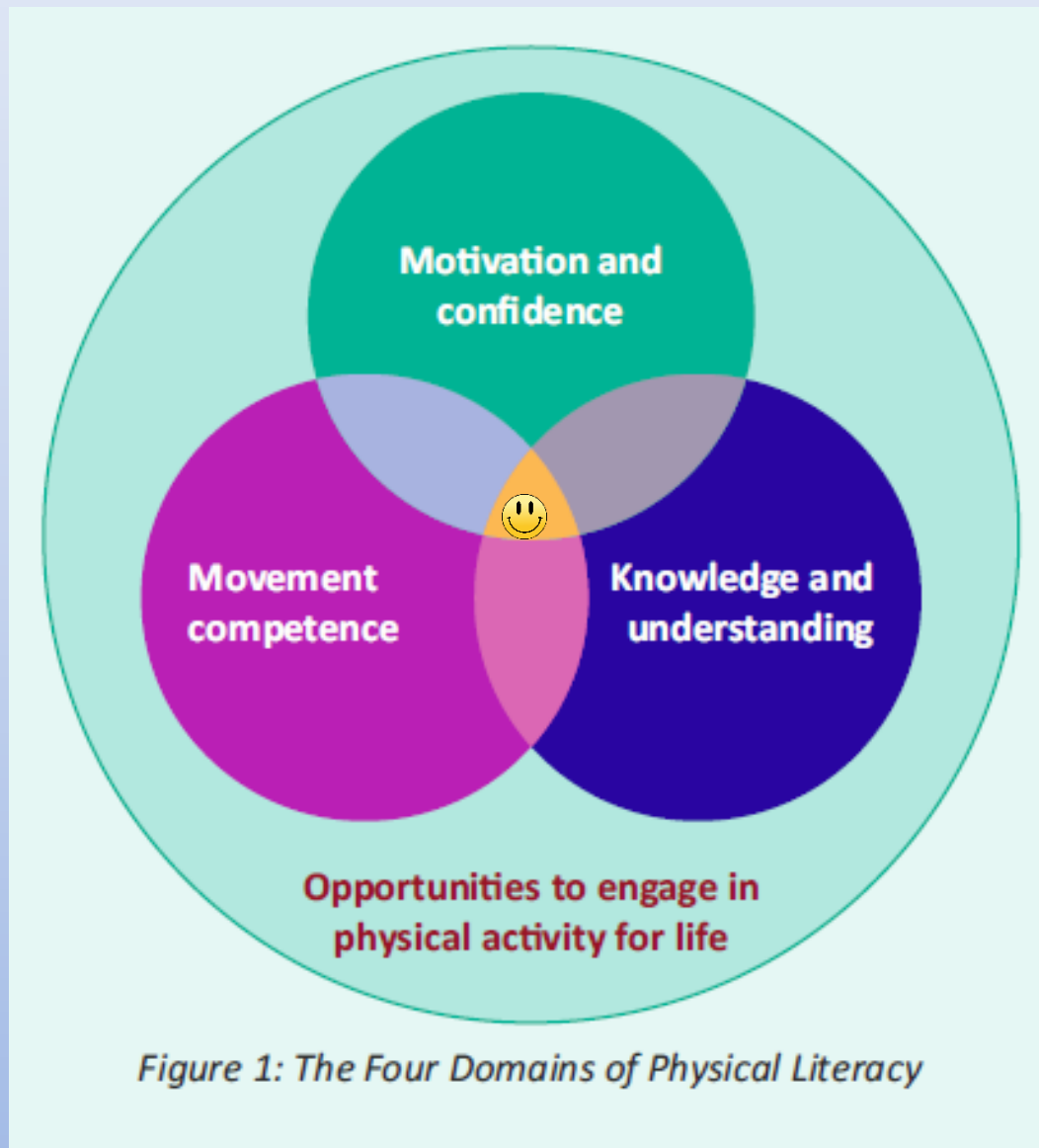
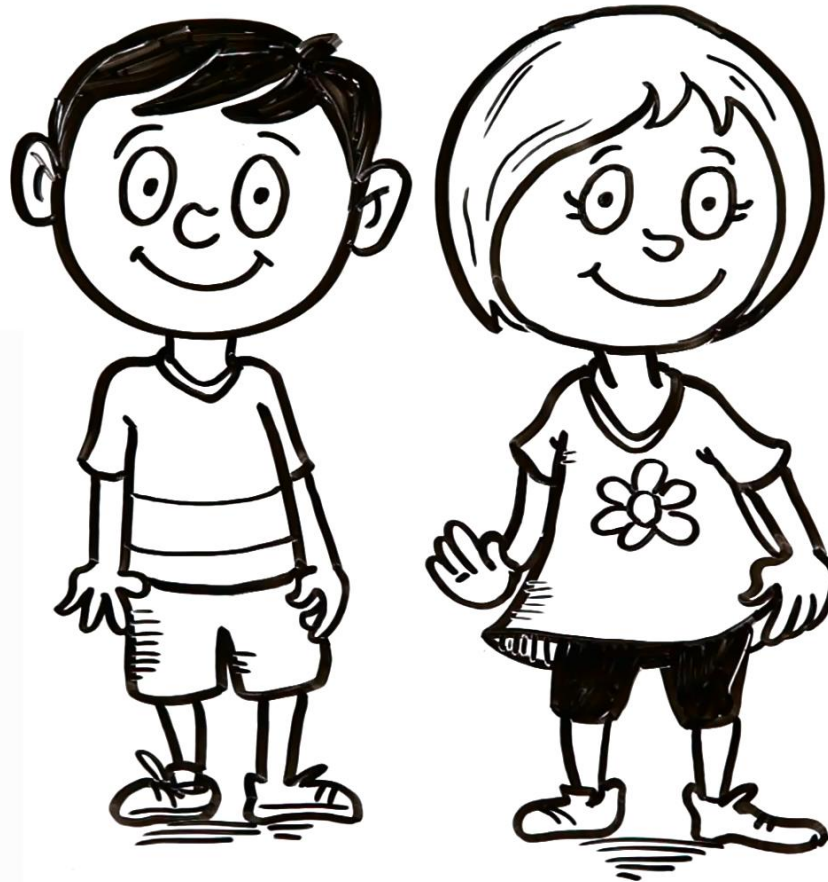


Figure 1: The Four Domains of Physical Literacy

Physical Literacy



Video Source: https://www.youtube.com/watch?v=_okRtLv-7Sk

Fundamental Movement Skills

Locomotor Skills

Transporting the body in any direction from one point to another

- Walking
- Running
- Hopping
- Skipping
- Jumping for height
- Jumping for distance
- Dodging
- Side stepping

Stability Skills

Balancing the body in stillness and in motion

- Balancing
- Landing

Manipulative Skills

Control of objects using various body parts.

- Catching
- Throwing
- Kicking
- Striking with the hand
- Striking with an implement

Book Walk: Move Well, Move Often Resource

RUNNING

Rith

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. The skill of running includes jogging, sprinting, dodging and evading. The ability to run is essential to perform a wide range of activities in both everyday life and sporting contexts. Whether it is sprinting in a race or running for pleasure, chasing a football or trying to catch a butterfly, it is essential that everyone develops a proficient running technique.

Things to consider
When practising running ensure that activities are done in an open/enclosed area is used, then make sure that there is adequate space for pupils and also a large enough runoff safety area to allow pupils to slow down and stop.

Running: Right place, momentum, leg drive, safe accelerating, high knee lift, stride length

Rith = talúnna aithne = mairiúintean = boláig brán = aoidéilín = fad aithléige



TEACHER OBSERVATION

Common errors and feedback:

Common Errors	Feedback
Eyes looking down	Head up, looking for a target
Arms waving wildly	Holding the arms out to keep them still for a couple of seconds
Holding the non-supporting leg against the support leg or hooking it behind the support leg	Hold the bent leg away from the support leg
Lifting the non-support leg too high	The knees of both legs should be at a similar height
Leaning the trunk forwards or sideways to assist balance	Stand up tall and straight and use arms rather than body to counterbalance


Balancing Rubric

	Exploring	Developing	Mastery
Head	Looking down rather than straight ahead	Eyes are more focused on a target with head up Arms are used to aid the balance	Eyes are focused on the target
Balance	Balance is achieved occasionally	Balance is lost less often	
Legs	Can balance with support	Balance is achieved on the dominant leg more often	Arms and other body parts are used to counterbalance The pupil is able to balance on either leg and with eyes closed
Overall	Overcompensating body parts to balance, e.g. arms swinging wildly, body leaning from side to side	In general pupils can achieve dynamic balance at this stage with considerable concentration, e.g. balancing forward into a T balance	

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TARGET THROW

Description of Activity
Arrange pupils in groups of four. Give each pupil a beanbag and give each group a hoop. Invite the groups to find a space in the playing area and to place their hoop on the ground in the centre of the group. Pupils stand one metre back from their hoop and take turns to throw their beanbag into the hoop. If they are successful, they can take a step back and throw from that distance. Pupils continue throwing to see how many steps away from their hoop they can get.



Variations

- If your space allows, this activity could be completed in pairs. Similarly it can be done in larger groups if space is limited.
- Each group could position the hoop at an angle against a wall, a fence or tall cone.

Equipment
An open playing area, hoops, beanbags

- Ensure there is adequate space between the groups to throw safely and that groups are not throwing across the path of another group.
- For safety purposes, the first thrower cannot retrieve their beanbag until the last thrower has completed their throw.
- Pause the activity at intervals to focus on the specific teaching points for throwing in the lesson. Invite a pupil to demonstrate correct technique and then return to the activity. Provide feedback to individual pupils as they practice throwing during the activity.
- Practice at home using other types of equipment (e.g. teddy bears, rolled up socks, lachans or boxes etc) and a box/basket. Investigate what might help you to get the object into the box.

máilíní (páir) = fórsa = spás rianúcháilín na grúpa = mairiúintean aithne = cúlán aithne

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Additional Resources

The screenshot shows the scoilnet website interface. At the top left is the scoilnet logo. To the right are icons for PRIMARY and POST-PRIMARY education. Below the logo is a search bar with the placeholder text "Try a specific word or phrase, e.g. bia, multiplication, world war 1 ...". To the right of the search bar are radio buttons for "All", "Primary", and "Post-Primary", with "All" selected. A magnifying glass icon is also present. Below the search bar is a breadcrumb trail: "Home / PDST / Physical Literacy (Progress)". The main heading is "Physical Literacy (Progress)". Underneath is a tab labeled "Introduction". Below the tab is a row of six circular icons representing different physical activity categories: AQUATICS (swimming), ATHLETICS (gymnastics), DANCE (dancer), GAMES (basketball), GYMNASTICS (gymnast), and OUTDOOR & ADVENTURE (runner). To the left of the text area are five blue buttons: "Teaching and Learning", "FMS and Activities", "Planning", "Assessment", and "Beyond the Classroom". The main text area contains two paragraphs of text.

Home / PDST / Physical Literacy (Progress)

Physical Literacy (Progress)

Introduction

AQUATICS **ATHLETICS** **DANCE** **GAMES** **GYMNASTICS** **OUTDOOR & ADVENTURE**

Teaching and Learning

FMS and Activities

Planning

Assessment

Beyond the Classroom

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 consider participation in physical activity throughout their lives (Whitehead, 2016).

It is not intended that the development of FMS replaces the Physical Education (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.

Planning for FMS in PE



Focusing on FMS in your PE plan



AQUATICS



ATHLETICS



DANCE



GAMES



GYMNASTICS



OUTDOOR &
ADVENTURE

Task: Opportunities to focus on particular FMS across the PE strands

		Athletics	Games	Dance	Gymnastics	Outdoor & Adventure	Aquatics
Locomotor Skills	Walking						
	Running						
	Hopping						
	Skipping						
	Jumping (height)						
	Jumping (distance)						
	Dodging						
	Side-stepping						

Sample Plan (suggestion)

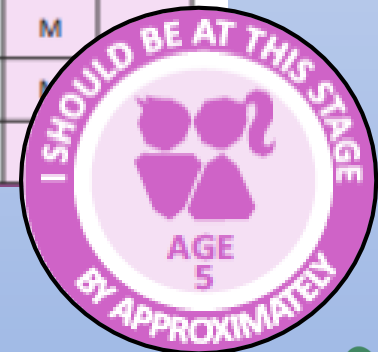
	September	October	November	December	
Term 1	 OUTDOOR & ADVENTURE	 ATHLETICS	 DANCE	 GYMNASTICS	
	Walking	Running	Balancing	Landing	
Term 2	January		February		March
	 GYMNASTICS	 DANCE	 GAMES		
	Jumping for Height		Skipping		Catching
Term 3	April	May	June	Subject to pool timetabling per class	
	 GAMES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

- ✓ Broad
- ✓ Balanced
- ✓ Includes FMS

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

Identifying the Stages of Development

FMS Developmental Progression	JI & SI		1st & 2nd		3rd & 4th		5th & 6th	
	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



Differentiation and Inclusion



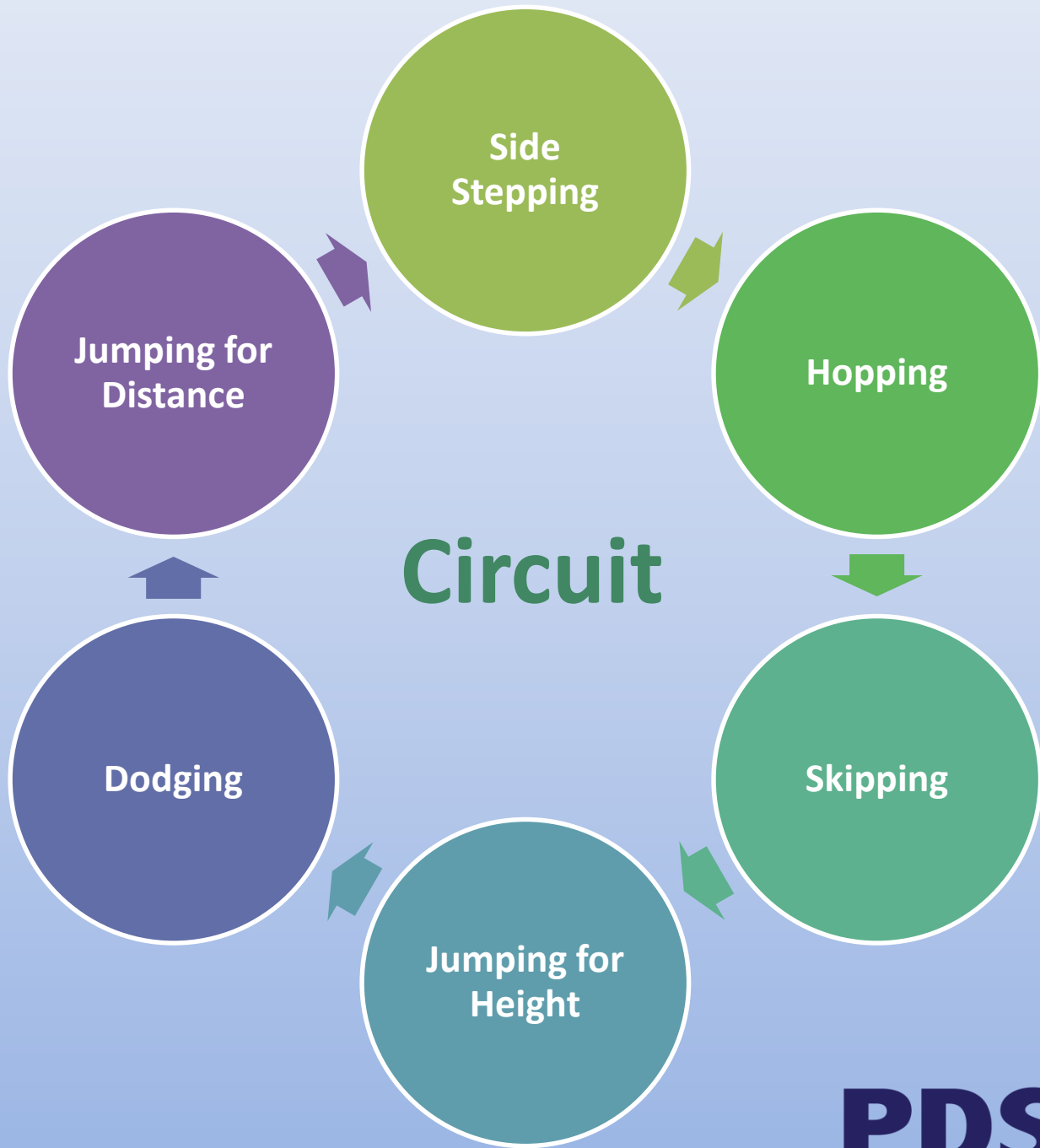
1. Identify current stage of development
2. Developmentally progressive activities within and across three books
3. Variations for each activity
4. Sample inclusive lesson plans
5. Further support materials available online at www.scoilnet.ie/pdst/physlit

Further Support for Inclusion

1. **SESS** – *Inclusive PE Seminar, in-school support*
2. **CARA** – *Disability Inclusion Training*
3. **PDST** – *In-school support, website*
4. **IPPEA** – *Annual conference, website*
5. **NCCA** – *Guidelines for Teachers*
6. **DES** – *Guidelines for Schools*
7. **Active School Flag** - *Website/newsletter*

Running





Task



Name the Stage of Development

Hopping p34-37



Dodging p82-85



Side Stepping p96-100



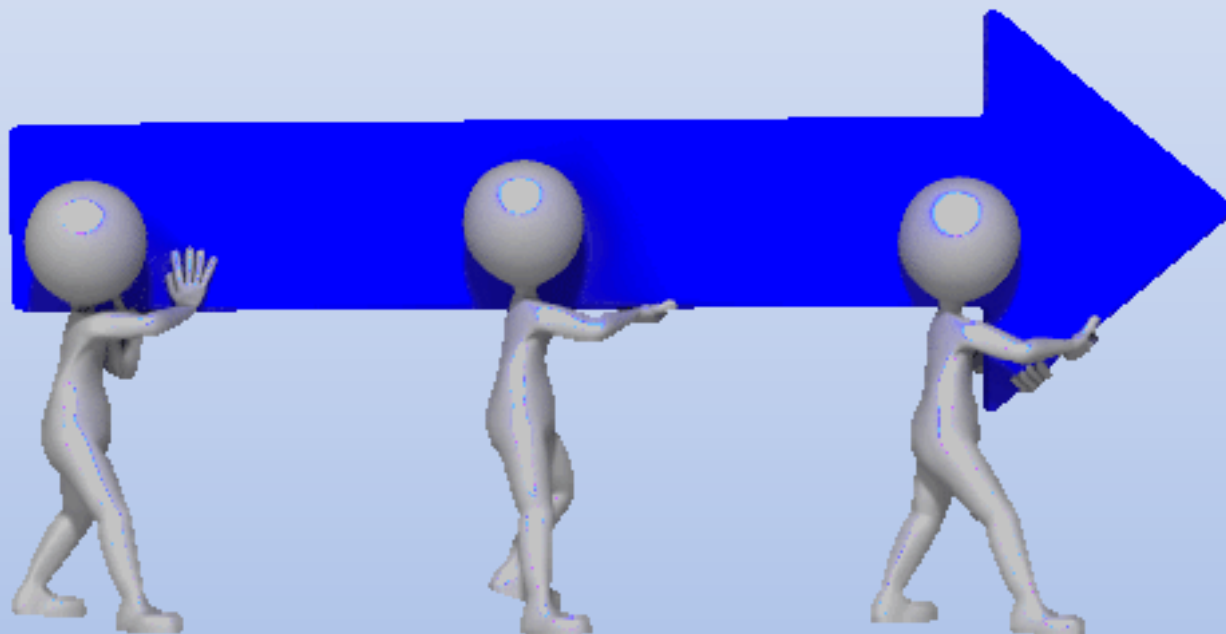
Developing FMS through PE



Class Level:	1st/2nd class	
Strand:	Strand 1: <ul style="list-style-type: none">• Fun, training and travelling	Strand 2: <ul style="list-style-type: none">• Creating and playing games
Curriculum Objectives:	The child should be enabled to: <ul style="list-style-type: none">• Practice skills previously experienced• Develop and practice ball handling skills	The child should be enabled to: <ul style="list-style-type: none">• 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 • Review 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 practice 	
FMS:	Manipulative - Catching	
Resources:	Cones, beanbags, tennis balls, basketballs, peer-observation checklists, clipboards, pencils	



Moving forward



Developing the Physically Literate Child



Video source:

<https://www.youtube.com/watch?v=R8PIXqp3JpA>

Sport Wales Physical Literacy

LEARNING TO MOVE
IS JUST AS IMPORTANT
AS LEARNING TO
READ AND WRITE.



be fit for life
moving alberta.