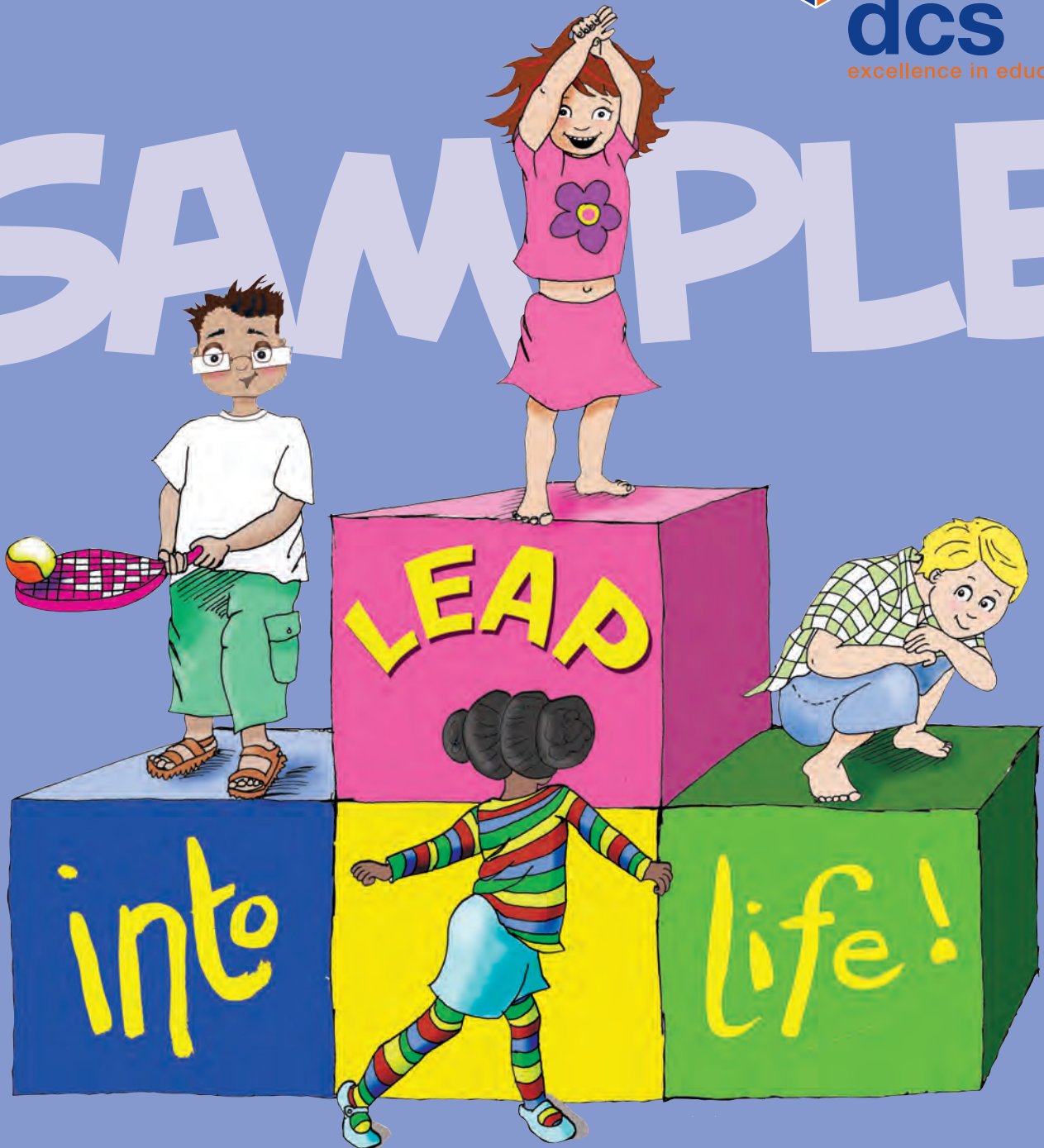




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SAMPLE



A resource for delivery of Physical Literacy
at Foundation Stage and Key Stage 1

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Thanks must be expressed to the teachers and colleagues who have contributed to the production of this resource:

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Preface

Anne Whitely

Director of Children and Young People's Services

Devon County Council

We've known for many years that healthy, active children achieve more and go on to make active lifestyle choices throughout their lives. We are becoming increasingly concerned about the growing number of overweight children.

I am delighted to see a physical literacy programme aimed solely at ensuring children get the very best start to their physical development and avoid many of the health problems that inactive and sedentary lifestyles can cause in later life. Too many children are failing to acquire the movement skills in early life which allow them to enjoy a wide range of the games and physical activities that should be part of a healthy childhood. **LEAP into Life** is a physical literacy resource designed to address many of these issues.

This new resource for teachers and nursery practitioners provides a clearly structured series of developmental opportunities for children. It is supported by diagnostic and corrective ideas from physiotherapists. The content is the result of experienced, practising teachers and physiotherapists working together to remodel physical education and to create an invaluable resource for colleagues.

I commend the writing team for their work and wish you success as you use the contents of the **LEAP into Life** programme. The authors aspire to make sure Every Child Matters. I hope you will be able to use their programme to inspire and support young children to develop a wide range of functional, manipulative and aesthetic movement skills that will benefit them throughout life.

Introduction and Context

Steve Kibble

Adviser for Physical Education

Devon Curriculum Services

LEAP into Life is a resource to help secure genuine physical literacy for young children. It sets a new standard for early year's movement education and provides both movement ideas and diagnostic support for colleagues.

Physical literacy is a capacity integral to the individual. It influences much of life as habitually experienced by young children. The achievement and exercise of physical literacy plays a very significant part in the development of self-realisation, self-confidence and positive self-esteem. There is undoubtedly huge potential for enhancing quality of life via the development and deployment of physical literacy.

It is clear to all that a physically literate child moves with fluency, poise, precision and efficiency whilst at the same time reading the environmental situation and adapting their movement to cope with both static and changing circumstances. To develop physical literacy is to develop one's self and a wide range of core movement competencies and skills. No child should be excluded from such opportunity.



The writing teams of teachers and physiotherapists have worked to create a comprehensive set of ideas to both inform and inspire teachers and nursery practitioners alike. The aim is simply to help more early year's children acquire sound fundamental movement skills which will help them to access a wide range of activities in their KS2 years and throughout adolescence.

Over recent years it has become blatantly obvious that too many children are adopting unhealthy activity patterns and that too often children with weak gross motor movement patterns have limited access to games and play activities at breaks, lunch times and in their own time. Sadly "Can't catch, won't play" is far too common for a modern education system. **LEAP into Life** aims to help teachers to identify weaknesses in children's movement pattern and provide supportive intervention programmes to build both technical movement competence and movement confidence.

Without secure movement skills, children are deprived of many of the joys of life. The **LEAP into Life** programme simply provides a step by step approach to developing good fundamental movement.



Aims and Rationale

for the LEAP into Life Resource

- To provide a resource which supports adults engaged in teaching young children, which can be used daily in the Foundation Stage and Key Stage 1 to deliver physical literacy;
- To develop and increase physical competency, ability and understanding amongst all Foundation Stage and Key Stage 1 children;
- To ensure inclusion and provide opportunities that can be adapted to suit the spectrum of needs;
- To develop the components of efficient motor function: Symmetrical activity, basic body movement, large muscle development, fine muscle development, eye / hand co-ordination, eye / foot co-ordination, body image, balance, rhythm, space and direction - D.Stewart (1990)

The Importance of Movement in the Early Years

Sheena Wright

Lead Early Years Quality and Inclusion Adviser
Devon Curriculum Services

Young children need to move. These materials reflect the importance of 'learning to move' and 'moving to learn' in the early years. Effective development of high quality movement in the early years is crucial for securing life long movement patterns. Research tells us that movement also aids cognitive processing, which makes and strengthens neural connections, thus forming the main pathways for later learning.

'Young children's physical development is inseparable from all other aspects of development because they learn from being active and interactive.'

As we move into the 21st century, we find ourselves in a culture where greater emphasis is being placed on the acquisition of intellectual skills without an understanding of how this is enhanced through opportunities for physical play and movement. In addition, perceived concerns around health and safety issues have resulted in children's opportunity for safe physical play being considerably diminished. As teachers we must therefore ensure that children are given planned and appropriate experiences where they can discover how their bodies move and function. The Curriculum Guidance for the Foundation Stage (CGFS) and the new Early Years Foundation Stage (EYFS) promote the need for young children to be able to move and explore the quality of their body movements within safe but challenging environments.

'Effective physical development helps children to develop a sense of well being.'

In addition to being active and staying healthy, children need physical experiences which will give them the confidence to move fluently and to enjoy movement for movement's sake. Positive self image can be derived from high quality physical activity, which in turn impacts on cognitive development. The celebration of movement in very young children should be continued throughout childhood, as children begin to take control of their bodies and endeavour to develop early movement behaviour. Early learning should be active and multi sensory with sufficient opportunity for movement through floor play, gross motor play and use of the outdoor environment. The curriculum should ensure activities that will enhance the development of physical skills.

'Children need to be developing control over their bodies and the way they move.'

The language linked to physical skills should be introduced and used to help children become familiar with movement terminology. The Early Years is a period of rapid development and children need to be taught particular skills, at a time when it is developmentally appropriate, through a range of cross-curricular opportunities. Consideration needs to be given to providing appropriate space, sufficient time to practise developing skills and ensuring a balance between child-initiated (CI) and adult-directed (AD) opportunities.

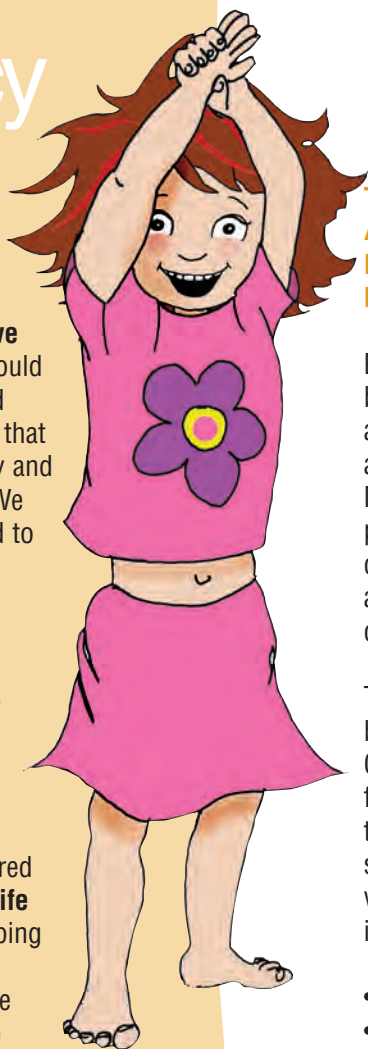
This resource is intended to enable Early Years practitioners to support the development of movement in appropriate child-centred ways. The acquisition of movement skills requires adults who can support children to become skilful, knowledgeable and expressive movers. Knowledge of child development, ongoing observations and regular assessments will help to identify where further support is needed. Examples of how particular skills can be developed are included, along with identified assessment opportunities and links to the Early Years framework and profile. Used alongside the Early Years curriculum framework, **LEAP into Life** should enable those working with young children to provide an effective physical development programme, which will ensure our youngest children develop good Physical Literacy skills.

Suggestions for Integration of Physical Literacy into Current Practice

It is recommended that the material is delivered in **five thirty minute sessions per week**. The fifth session could be consolidation and exploration of the areas covered throughout the weeks progressions. It is appreciated that it is not always possible to deliver sessions every day and will certainly not be possible in part-time nurseries. We recommend that the learning intention is still adhered to and sessions are adapted to fulfil as many of the assessment criteria as possible.

It may be more appropriate, when working with very young children for each session to be divided up into smaller units of time. If working in this manner it is recommended that each small unit of time builds on the material covered in the previous session.

Many establishments will currently follow their favoured choice of physical education curriculum. **LEAP into Life** focuses on physical literacy skills essential to developing understanding and acquisition of skills in physical education. The resource has been designed to provide complete coverage of all aspects required to enhance physical development, across foundation and Key Stage 1 (ages 3 - 7). It is understood however that some teachers may wish to deliver certain progressions and units and not use this resource for total coverage. The material used will need to be planned accordingly to supplement and enhance current practice.



Links

TO THE FOUNDATION STAGE AREAS OF LEARNING AND DEVELOPMENT AND THE NATIONAL CURRICULUM

Each strand of the resource has been written in conjunction with the areas of Learning and Development as stated in The Early Years Foundation Stage Framework primarily covering physical development, creative development and personal, social and emotional development.

The Key Stage 1 progressions have been linked to the National Curriculum programmes of study for physical education, focussing on the following areas of knowledge skills and understanding and taught within the process of evaluating and improving performance.

- acquiring and developing skills,
- selecting and applying skills, tactics and compositional ideas,
- understanding of fitness and health

Y1 FUNCTIONAL MOVEMENT

Progression 1 Gait, Skip, Jump

Learning Intention for Progression 1

To walk, run and hop, using opposite arm to leg where appropriate. To control accuracy and momentum of movement.



This photocopiable sheet will aid you with observation and ongoing assessment throughout this progression. Record only the names of those who excel or experience difficulty; there is no need to list children making average progress. If a support card is listed below, it can be used with children who need additional individual support, to develop specific movement techniques.

Assessment For Learning

Outcomes

Can use opposite arm to leg effectively

Can run with a tall stance

Can change movement quickly on command

Needs further attention

Above average

See Movement Support Card A

Y1 FUNCTIONAL MOVEMENT

Progression 1 Gait, Skip, Jump



Learning Intention for Progression 1

To walk, run and hop, using opposite arm to leg where appropriate. To control accuracy and momentum of movement.

Resources

Large indoor or outdoor space
Playground lines or cones
Tag belts if available

1

Suggested Teaching Content

- Ask children to march on the spot. Develop pattern, using opposite arm and opposite knee.
- March, travelling around using opposite arm to leg. Vary direction and stride length.
- Jog with arms bent at elbow. Use opposite arm to leg and concentrate on bounce and upright body. Dodge around each other, changing direction and weight transfer when meeting a person. Freeze on command.
- Jog, playing follow my leader or Simon Says along playground lines or around cones.
- Freeze, change direction and speed or style of jog on set command.
- Teach children to play tag with a tag belt tucked into clothes; encourage correct body action when running. Choose a set number of children to collect as many tags as possible. Use 'STOP' and 'GO'.
- Explore changing travelling action to marching, running, walking, hopping (a short time only). Encourage opposite arm to leg action in all travelling moves.
- Play follow my leader at a walk along playground lines or around cones.
- Keep body upright. Make children aware of heart rate dropping as speed of activity reduces.

Questions (encourage observation, copying and discussion)

Why do we use the opposite arm to the leg when travelling?

How does a jog differ to a walk or a run?

How can you make it easier to escape the 'tagger'?

Why does your heart rate drop when you slow down?

Language / Teaching Tips

Jog – ensure that body is upright and the level of intensity is low. Arms should be bent at the elbow and there should be a bounce in the step. This level of activity should be sustainable for longer periods of time.

Y1 FUNCTIONAL MOVEMENT

Progression 6

Push / Pull



Learning Intention for Progression 6

To use a push or pull to provide momentum.

Resources

Large indoor or outdoor space

1

Suggested Teaching Content

- In a space ask children to lunge forward and step back foot in to meet front.
- Practise, ensuring that the knee is bent over the toe at a 90° angle.
- Practise leading with the opposite leg. Lunge to the front, back and side.
- Vary width and depth of stride.
- Teach children to walk / travel on tip toe; on command add a lunge into the travelling. Concentrate on pushing feet into the floor to create next movement.
- Repeat walking / travelling on heavy flat feet.
- With a partner, face each other and lunge into the middle. Judge the distance needed apart from each other so that hands meet in the middle. Push against each other, creating a backwards force. Return to starting position.
- Jump on the spot, horizontally and vertically. Concentrate on pushing down into the floor when knees bend. Push up into the sky on take off.
- Refine using an arm swing to create momentum.

Questions (encourage observation, copying and discussion)

How can you make sure that your body is stable when lunging?

How does pushing into the floor when you jump help improve your action?

Why do we use our arms when jumping?

Language / Teaching Tips

Jumping vertically – crouch, bend knees, swing arms, push into floor to jump high, arms reaching up. Point toes down in flight. Bend knees, lower arms on landing.

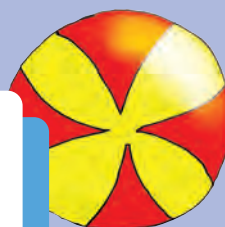
F1 MANIPULATIVE SKILLS

Progression 1 Roll and Trap

Learning Intention for Progression 1

To roll a ball in a set direction.

To trap a ball when receiving.



This photocopiable sheet will aid you with observation and ongoing assessment throughout this progression. Record only the names of those who excel or experience difficulty, there is no need to list children making average progress. If a support card is listed below, it can be used with children who need additional individual support, to develop specific movement techniques. Once the teaching content for the progression has been covered, the fifth session can be used for exploration and consolidation activities based on the learning intention.

Observation Focus

Outcomes

Can roll a ball along the ground

Can roll a ball along the ground, aiming at a static target

Can position the body to trap a ball that has been rolled towards them

Links to Early Years

Foundation Stage (EYFS)

Retrieve, collect and catch objects

Use increasing control over an object, by touching, pushing, patting, throwing, catching and kicking it

Show respect for other children's personal space when playing among them

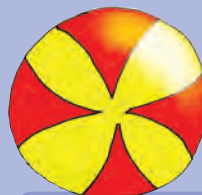
Needs further attention

Above average

See Movement Support Cards B & C

F1 MANIPULATIVE SKILLS

Progression 1 Roll and Trap



Learning Intention for Progression 1

To roll a ball in a set direction.

To trap a ball when receiving.

Resources

Indoor or outdoor space

Selection of different sized, textured and shaped balls - soft junior rugby balls, balls with bells inside, airflow balls, plus balls, porcupine balls, skittles / cones

1

Suggested Teaching Content

Focus: Rolling a ball

- Tip balls out with the children.
- Ask children what they notice about how the balls travel and move.
- Discuss which balls move well and name them, e.g. rugby ball, tennis ball.
- Encourage children to explore what balls can do.
- Teach vocabulary and model how children are moving their balls, e.g. bouncing, rolling, cashing, throwing.
- On signal (clap, whistle, musical instrument) children exchange balls until they have experienced a range.
- Model how to roll the ball; allow children time to practise.
- Roll the balls along the ground by giving them little taps with one or more hands – hold ball with hand on either side.
- Sit with legs astride opposite another child or adult helper; push then roll ball to partner.
- Take it in turns to stand up in astride position; roll ball between friend's legs.
- Take turns at this activity.

Questions

Are you holding the ball with both hands, on the side?

Are the larger balls easier to roll or the smaller ones?

Which balls roll well? Why do some balls not roll well?

Language / Teaching Tips

Acute bend at waist, swing arms backwards, then forwards, lift trunk with release of ball. Allow plenty of time for practice and improvement.

Demonstrate each activity so that children are clear about the task.

Encourage the children to watch the ball as they tap it and then as they roll it.

LEAP into Life[©]

Movement Support Card A

Developmental Area:

Gait

Definition of Gait:

Gait is a locomotive skill such as walking / running / skipping, creating a travelling move with controlled rhythm, using the opposite arm to leg where appropriate. By the age of seven this movement should be controlled, fluent and have continuous momentum.

These cards are designed for you to work at your own pace. Consistent, regular use of these activities will help improve your child's ability and understanding of this fundamental movement technique. Progressions should be used in order, starting at the level at which your child is experiencing difficulties.

- Use key language to reinforce the movement skill.
- Work for control and good quality of movement rather than speed.
- Progress only when quality is achieved and confidence is high.
- Praise and positive reinforcement should be used constantly.

Progression 1

- Hold head up, body in a straight line, swinging the arms marching on the spot. Arms swinging and bending at the knees. March like a soldier around the room, saying left, right in time to your marching. Freeze when you hear a bang on the drum.
- Together sing and march to the 'Grand Old Duke of York'. Interpret the words as you are marching, e.g. 'when you are up' stretch up high as you march, and 'when you are down' bend down low as you keep marching. Take it in turns to be the leader.

Progression 2

- Walk backwards using large and small steps – look over one shoulder. Walk sideways along, e.g. the edge of a carpet. Walk to the left and then to the right.
- Walk on tiptoe with small steps and then with larger ones. Walk with a flat object on your head, e.g. a beanbag.

Progression 3

- Play squeeze. Together take giant steps everywhere in the space. Arms out to the side to help you balance.
- Say squeeze and tiptoe to a hoop and walk around inside the hoop on tiptoe, arms stretched up as high as possible. Don't touch any one else inside the hoop.

Progression 4

- Choose a story that the children are familiar with, e.g. Jack and the Beanstalk or 'The Three Little Pigs'. Think of actions that will go with a part of the story and do them together, e.g. 'Take big steps and use your arms to show me how Jack climbed the beanstalk.'
- Put all the story together and go through it, adding all the movement actions.

Developmental Stages of

Gait at ages 3, 5 and 7

The photographs give examples of the kind of movement patterns common at the particular age group. They are not presented as models of excellent movement.

Age 3



- The trunk is upright with arms isolated from the walking action
- As the action matures more forward lean is added to the movement in preparation for running actions

Age 5



- The 5 year old shows exaggerated forward lean
- The centre of gravity is almost over the front leg
- Little power is available from the back leg as a result
- The arm action is beginning to develop - this example shows good use of opposite leg to opposite arm

Age 7



- At 7, the child has developed more awareness of the need to drive off the back leg. The foot is placed to provide a powerful base to push off
- This is achieved by keeping centre of gravity more central to the action
- In this example the child is over reaching with the forward arm although good use of opposite arm to leg is visible

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