



Move Well, Move Often

Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills

Seminar 2

Participant Name _____

Key messages Session ①

Key messages Session ②

Key messages Session ③

Activity: The relationship between Physical Literacy and Physical Education

In groups of three, discuss the key characteristics of PE, the key characteristics of physical literacy, and the relationship between both.

Physical Education

Physical Literacy

The relationship between Physical Literacy and Physical Education

Reflection: Stability skills practical session

Think back on the two example gymnastics lessons you just experienced as a participant. In your group use the prompts below to consider examples of effective highly effective practice in terms of your experience as a learner and your outcomes as a learner during the sample lesson. Use the blank column to record specific examples from the PE lesson.

Learner Experience		
Standard	Highly effective practice	Examples in the practical session
<p>Pupils engage purposefully in meaningful learning activities</p>	<p>Pupils demonstrate very high levels of interest and participation in learning.</p> <p>They are able to work both independently and collaboratively in a very purposeful and productive manner.</p> <p>They understand and can explain the purpose of the learning tasks they are engaged in, and can extend and develop the activity meaningfully.</p> <p>They are able to report on, present, and explain the process and outcome of learning activities to a highly competent level.</p>	


Learner Outcomes		
Standard	Highly effective practice	Examples in the practical session
<p>Pupils enjoy their learning, are motivated to learn and expect to achieve as learners</p>	<p>Pupils' enjoyment in learning is evident and arises from a sense of making progress and achievement. Their engagement with learning contributes to their sense of well-being.</p> <p>Pupils are motivated to learn through having a clear sense of attainable and challenging learning outcomes.</p> <p>Pupils see themselves as learners and demonstrate this in their positive and reflective approach to classwork and homework.</p>	

Activity: Variations

Each group selects one of the following activities to complete. Following this they will vary the activity to increase or decrease the difficulty, and will present their changes to the rest of the group.

SCAVENGER HUNT

Description of Activity
 Arrange the pupils in groups of four at one end of a large playing area. Scatter a full set of cones throughout the playing area and randomly place bean bags under some of the cones. On the teacher's signal the first pupil from each group runs into the playing area, looks under one cone, checks for a beanbag and then returns to their group with the beanbag if they were successful. Once tagged the next pupil in line can go in search of a beanbag. A pupil may only check one cone during their turn.




Variations
Book 1, Page 30 – Running

1. _____
2. _____
3. _____

CROSS THE POND

Description of Activity
 Arrange pupils in groups of six. Use cones to set out a circle as a pond for each group. Place spot markers throughout the inside of each pond as stepping stones. Invite pupils to move around the pond, jumping from spot to spot by using the following jumping techniques.

- Leap = push off from one foot and land on the opposite foot.
- Hop = take off and land on the same leg.
- Jump = two feet take-off, two feet landing.

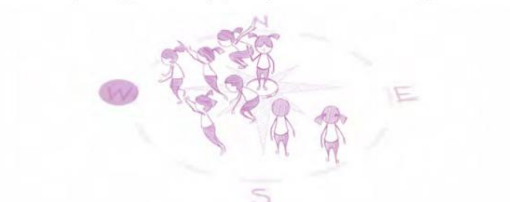


Variations
Book 2, page 75 - Jumping for Distance

1. _____
2. _____
3. _____

CARDINAL JUMP TAG

Description of Activity
 Invite one pupil to be the tagger and invite the remaining pupils to spread out in a hall or large defined playing area. Place four cards (north, south, east and west) on each wall of the hall. The tagger positions themselves in the centre of the hall with eyes closed. Invite pupils to perform a jump with a turn in any direction, finishing in a direction of their choice with a motorbike landing. The tagger calls out a direction and then opens their eyes. Any pupil who has chosen the direction called is chased by the tagger. The first pupil caught becomes the new tagger.



Variations
Book 3, page 123 - Landing

1. _____
2. _____
3. _____

Sample Planning Template A – Planning according to months of the year

This plan represents a whole-school approach, where all classes teach the same strand and the same skill at the same time during the year. This plan will need to be reviewed every year and new FMS selected and embedded into the strands, to ensure that all 15 FMS are covered over a two-year period. Alternatively, schools could use two copies of this template (as outlined on the following page) to create a two-year plan whereby all skills are represented across a two-year period. This plan is not intended to be prescriptive, schools are advised to create a plan that best suits their needs.

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

Blank Sample Planning Template A – Planning according to months of the year

Whole School PE Plan					
YEAR 1					
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				
YEAR 2					
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				

Blank Sample Planning Template B – Planning according to months of the year

This plan presents a whole school approach to the planning of PE Strands, but offers individual teachers autonomy over the FMS taught within that strand. Teachers are reminded to ensure that a variety of skills are taught in each year.

Term 1	Month	September		October		November		December	
	Strand								
	FMS	J. &S. Infants	1 st & 2 nd	J. &S. Infants	1 st & 2 nd	J. &S. Infants	1 st & 2 nd	J. &S. Infants	1 st & 2 nd
		3 rd & 4 th	5 th & 6 th	3 rd & 4 th	5 th & 6 th	3 rd & 4 th	5 th & 6 th	3 rd & 4 th	5 th & 6 th

Term 2	Month	January		February		March	
	Strand						
	FMS	J. &S. Infants	1 st & 2 nd	J. &S. Infants	1 st & 2 nd	J. &S. Infants	1 st & 2 nd
		3 rd & 4 th	5 th & 6 th	3 rd & 4 th	5 th & 6 th	3 rd & 4 th	5 th & 6 th

Term 3	Month	April		May		June	
	Strand						
	FMS	J. &S. Infants	1 st & 2 nd	J. &S. Infants	1 st & 2 nd	J. &S. Infants	1 st & 2 nd
		3 rd & 4 th	5 th & 6 th	3 rd & 4 th	5 th & 6 th	3 rd & 4 th	5 th & 6 th

Sample Planning Template C – Planning according to 6 x 6 week blocks

This sample plan presents a whole-school approach where all classes focus on the same strand at the same time, but individual teachers retain autonomy over the FMS that is covered during that time. This plan adopts a 6-week block approach. Teachers should select the strand they intend to teach and outline the dates for the 6 week block, and then map the appropriate FMS onto the plan for their particular class. Teachers should collaborate with each other to ensure a broad and balanced range of FMS are covered in consecutive years. Schools should ensure that all 15 skills should be taught 2 – 3 times over the course of the 8 school years.

6 week block (dates)	Strand	Fundamental Movement Skill							
		J. Infants	S. Infants	1 st Class	2 nd Class	3 rd Class	4 th Class	5 th Class	6 th Class

Leadership in PE – sharing the message

We can all be leaders and a shining light for the importance of physical education in our schools. By sharing the messages from this physical literacy seminar you can have a positive influence on learning outcomes for **all pupils in your school**, not just those in your own class. Here are some simple ideas that may help you to lead the development of fundamental movement skills and physical literacy within your PE programme and across the school community.

Starting out

- ★ Use the physical literacy PowerPoint presentation which is available for download on the PDST website to introduce the key concepts covered at today's seminar at a school staff meeting. If you feel comfortable and time permitting consider leading the staff in a few of the activities undertaken at today's seminar.
- ★ Make a communal copy of the Move Well Move Often books and teacher guide available to all teachers. Consider assigning a place in the hall or staff library where the books will be kept. In addition email all teachers the link to the online Move Well Move Often website or put a link in any shared networks your school may have.
- ★ Mention to other teachers you are using the Move Well Move Often resource and highlight in particular the benefits you found for pupil learning.
- ★ Use the assessment rubrics from the Move Well Move Often resource to make a fundamental movement skills display outside your class. A display will highlight the importance of pupil learning in this area to the whole school community. Tag a picture of the display @PDSTpe on twitter and we can continue the snowball effect by inspiring other teachers around the country!
- ★ Use PE journals with your own class to capture pupils' learning across all areas of the PE curriculum. Consider displaying these journals in a communal place in the school to develop interest amongst other teachers, pupils and parents.
- ★ Create a PE display in the hall which will be visible to all teachers and students when they are using the facility. Consider highlighting the focus of your recent PE class and pupils learning.

Building Momentum

- ★ Try to make it easy for other teachers to use the Move Well, Move Often resource as a support to their PE programme. Make photocopies or laminates (for whiteboard markers) of assessment templates available to teachers. These could be provided for each teachers every couple of weeks to correspond with each new fundamental movement skill being focused on, or they could be made available in a folder in the hall or equipment room.
- ★ Display the relevant fundamental movement skills posters in the school hall at the times they are being taught by teachers. Also consider placing photocopies of relevant Move Well, Move Often activities in the hall to support teachers.
- ★ If comfortable offer support to other teachers who are using the Move Well, Move Often resource within their PE teaching. Let them know that you are happy to share any insights gained from Seminar day 2 which may be of help to them. Consider surveying the staff and gathering suggestions on specific areas of support they require in PE.
- ★ Apply for PDST in-school support to model how the Move Well, Move Often resource can be used within existing PE curriculum for the whole staff and to answer any specific questions teachers may have. PDST advisors can provide support through lesson modelling, PE plan review and after-school professional development workshops.








- ★ If you feel comfortable, invite other teachers to observe you teaching PE to your own class using the Move Well, Move Often resource. Choose material from the pack that you are already confident in using for this lesson.
- ★ If you feel comfortable, offer to teach PE for another teacher’s class and model how to use the Move Well, Move Often resource. Choose material from the pack that you are already confident in using for this lesson.
- ★ Develop collaborative practices and offer to team teach a PE lesson with another teacher. In advance of the lesson plan out the content and use it as an opportunity to introduce the Move Well, Move Often resource to the other teacher if they are not already familiar with it.
- ★ Outline to the principal the benefits and importance of using the Move Well, Move Often resource in the implementation of the PE curriculum. Ask the principal to support the use of the Move Well, Move Often resource across the school and to consider providing you with some time and any required resources to engage in the leadership activities outlined in this list.
- ★ Work with all staff members to create a new PE plan which explicitly references the importance of developing fundamental movement skills and physical literacy within PE. Consider a whole school approach where the same strands are being taught in the school at the same time. Map the fundamental movement skills to curricular strands to ensure all 15 skills are covered 2-3 times over the 8 primary school years.

Activity: Leadership in PE







Write down ways in which you will help to lead the development of the following areas in your school.

Physical Education	
Physical Literacy	
Fundamental Movement Skills	

Peer Observation Checklist

Jumping for Distance				
My name is:			Class:	
My partner's name is:			Date:	
Today we are looking at the skill of: <i>Jumping for distance</i>			 Looks good	 Needs more practise
My partner needs to:			✓	✓
1	Be ready by bending knees, hips and ankles and having their arms behind them.			
2	Keep their head up and eyes looking forward			
3	Push off from both feet at the same time			
4	Straighten and extend their arms and legs when they are in the air			
5	Land on both feet			
Pupil's comments:			Teacher's comments:	

Peer Observation Checklist

Running				
My name is:			Class:	
My partner's name is:			Date:	
Today we are looking at the skill of: <i>Running</i>			 Looks good	 Needs more practise
My partner needs to:			✓	✓
1	land on the balls of their feet			
2	run with high knees			
3	keep their eyes looking forward			
4	bend their elbows like this			
Pupil's comments:			Teacher's comments:	

Balancing	
<div style="border: 1px solid #800040; padding: 5px; width: fit-content; margin: 0 auto;">1. I don't think I can do this</div>	<div style="border: 1px solid #800040; padding: 5px; width: fit-content; margin: 0 auto;">3. I can do this most of the time.</div>
<div style="border: 1px solid #800040; padding: 5px; width: fit-content; margin: 0 auto;">2. I can do this but I find it hard</div>	<div style="border: 1px solid #800040; padding: 5px; width: fit-content; margin: 0 auto;">4. I can do this all of the time</div>
<p>Pupil's Name: While attempting this skill, I felt:</p> <p>Rate your effort level: Light <input type="checkbox"/> Moderate <input type="checkbox"/> Vigorous <input type="checkbox"/></p>	<p>Teacher comment:</p> <p>Date:</p>