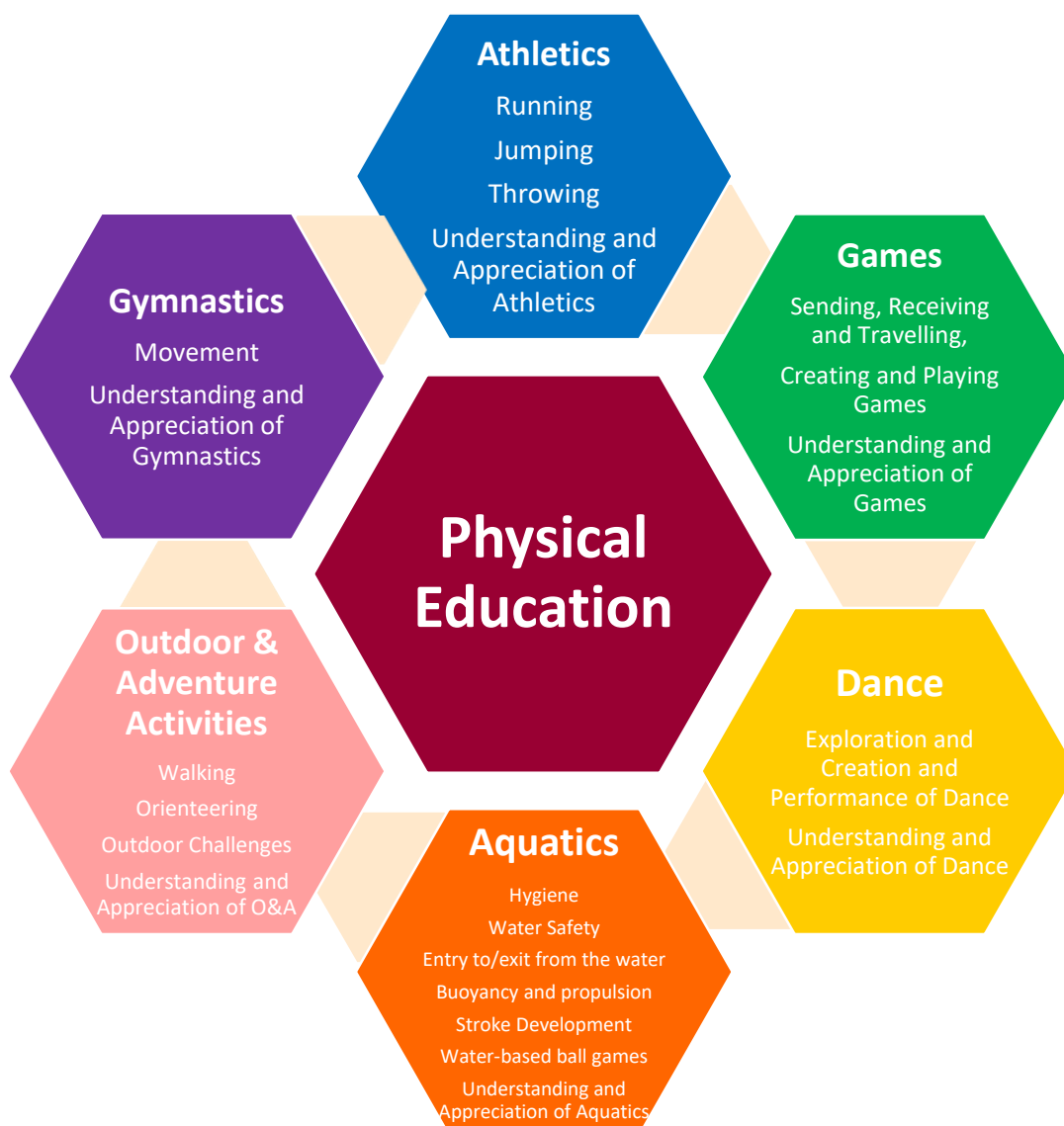


Sample Planning Tools for embedding FMS in your PE Plan

The following suite of planning tools are intended for illustrative purposes only. A whole-school approach should be incorporated when planning for Physical Education to ensure that PE provision is broad and balanced, and that all FMS are developed across the school years. Schools should select the number of skills for development in any given year in accordance with pupils' needs and aligned with their School Plan. It is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. Schools could endeavour to provide opportunities to develop the other FMS not covered above during break-times or as part of a programme for active classrooms.

It is not intended that the development of fundamental movement skills 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. Begin by selecting the strand that you are planning to teach, and then embed the teaching of a FMS into that strand. In this way, you can focus a lens on skill development within a lesson that is based on one of the strands of the PE curriculum. Focus on one skill until all of the teaching points are covered – this may take four to six weeks depending on the number of teaching points in that skill. It is suggested that teachers introduce one teaching point (maximum two) per lesson.



Move Well, Move Often – Developing the Physically Literate Child through the lens of Fundamental Movement Skills – PE Planning Tools

www.pdst.ie/Physical-Education-Main • www.scoilnet.ie/pdst/physlit

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
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

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 plan represents a whole-school approach, where all classes teach the same strand and the same skill over a 6-week block. 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. Teachers should collaborate with each other to ensure a broad and balanced range of FMS are covered in consecutive years. This plan is not intended to be prescriptive, schools are advised to create a plan that best suits their needs. A blank example of a 6-week block whole-school approach is presented on the following page.

6 weeks (specify dates)	6 weeks (specify dates)
 GAMES	 DANCE
Catching	Landing
6 weeks (specify dates)	6 weeks (specify dates)
 GYMNASTICS	 AQUATICS
Balancing	Jumping for height
6 weeks (specify dates)	6 weeks (specify dates)
 ATHLETICS	 OUTDOOR & ADVENTURE
Kicking	Hopping











Sample Planning Template D – 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 class 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. 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

Example Planning Template D – Planning according to 6 x 6 week blocks

This plan is for illustrative purposes only and is not intended to be prescriptive: schools are advised to create a plan that best suits their needs.

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
04.09.18 – 12.10.18	 GAMES	Throwing	Kicking	Striking with the Hand	Kicking	Striking with an implement	Dodging	Kicking	Striking with the hand
15.10.18 – 30.11.18	 GYMNASTICS	Walking	Landing	Jumping for height	Side stepping	Balancing	Skipping	Catching	Landing
3.12.18 – 25.01.19	 DANCE	Balancing	Jumping for Height	Skipping	Jumping for distance	Landing	Jumping for Height	Hopping	Side stepping
29.01.19 – 8.3.19	 GAMES	Catching	Dodging	Balancing	Running	 AQUATICS	 AQUATICS	 AQUATICS	 AQUATICS
12.3.19 – 3.5.19	 ATHLETICS	Running	Striking with an implement	Landing	Striking with an implement	Throwing	Jumping for distance	Running	Throwing
7.5.19 – 21.6.19	 OUTDOOR & ADVENTURE	Skipping	Side stepping	Hopping	Dodging	Running	Catching	Balancing	Skipping

Discussion Activity: Opportunities to focus on FMS across the PE strands

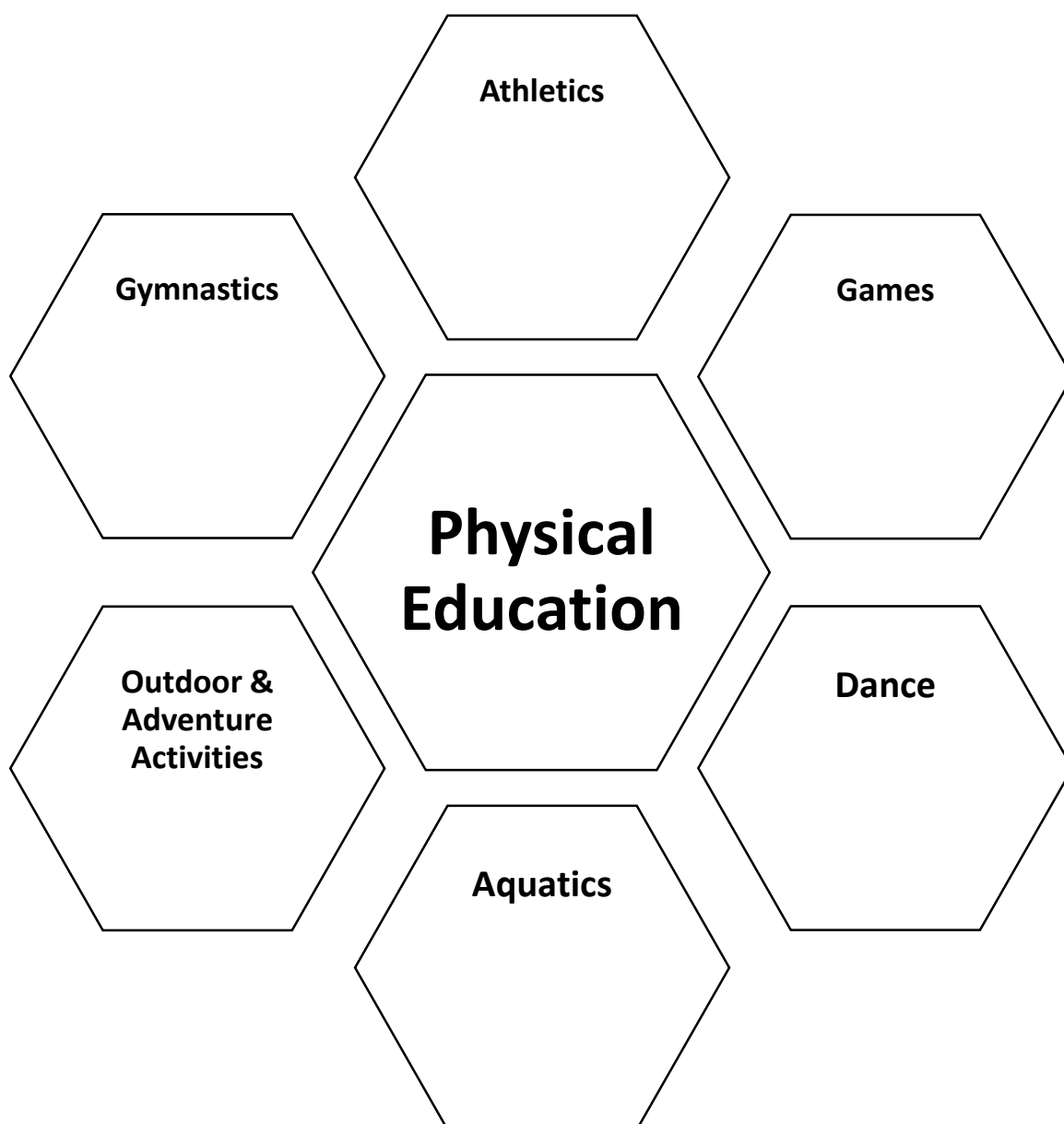
The table enables school staff to identify FMS that could be particularly suitable for teaching within each of the PE strands. This table is for illustrative purposes only and is not intended to be exclusive, as some FMS could be embedded across all strands. It is at the discretion of each individual school to decide which FMS to focus on, what strand to embed it in, and when to focus on it during the school year in line with the school plan for PE. Tick the box(es), which identify which strand would be best suited for embedding the teaching of each particular skill.

		Athletics	Games	Dance	Gymnastics	Outdoor & Adventure	Aquatics
Locomotor Skills	Walking						
	Running						
	Hopping						
	Skipping						
	Jumping (height)						
	Jumping (distance)						
	Dodging						
	Side-stepping						
Stability	Balancing						
	Landing						
Manipulative	Throwing						
	Catching						
	Kicking						
	Striking with the hand						
	Striking with an implement						

Notes:

Discussion Activity: Select a fundamental movement skill to focus on in planning for teaching each of the following strands:

Locomotor Skills	Stability Skills	Manipulative Skills
<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



Discussion Activity: The Relationship between Physical Education and Physical Literacy

