



**SUPPORTING THE DELIVERY OF PHYSICAL
DEVELOPMENT AND INTRODUCING
FUNDAMENTAL MOVEMENT SKILLS
IN EARLY YEARS**

PHYSICAL DEVELOPMENT ACCORDING TO THE EARLY YEARS FOUNDATION STAGE FRAMEWORK

Physical Development involves providing opportunities for young children to be active and interactive and to develop their coordination, control and movement.

Children must also be helped to understand the importance of physical activity and making healthy food choices.

DELIVERING PHYSICAL DEVELOPMENT THROUGH ENGAGING STORIES

We are proud to introduce two exciting worlds for you and your pupils to enjoy:



BERTIE BUNNY & FRIENDS



SUPER H & THE AMAVEN HEROES

Each of these imaginative worlds includes six stories. They support the delivery of semi structured activities and ensure child led learning whilst also engaging pupils in exciting learning sessions and bringing an informed approach to physical activity.

Each page of the story is supported by an interactive game/activity that requires children to be active while also allowing them to practise different Fundamental Movement Skills and meet the Early Learning Goals. Each story has a different focus to help teachers and practitioners meet the EYFS Framework and, most importantly, the children's needs. All associated activities are recommendations only. You should still encourage children to take ownership of their learning and show creativity when choosing learning activities.

The flowchart below highlights the focus explored in each Bertie Bunny story and explains how to get the most effective delivery from each one.

BERTIE BUNNY AND DEXTER DOG – Framework Overview/Initial Assessment

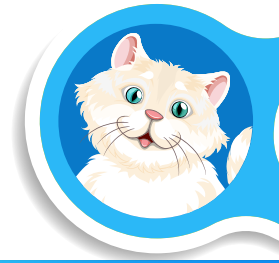


BERTIE BUNNY AND SILLY SALLY SNAKE
– Body Control and Gymnastics

BERTIE BUNNY AND WICKED WESLEY WEASEL
– Object Control, Throwing and Catching



BERTIE BUNNY AND COTTON CAT
– Locomotor, Running and Jumping



BERTIE BUNNY AND MARVELLOUS MARVIN MONKEY
– Striking and Kicking



BERTIE BUNNY AND THE FARMERS FALL



The story of Bertie Bunny and Dexter Dog introduces children to the characters and world we have created. From a teaching perspective, it uses a range of games and activities to expose children to a wide variety of Fundamental Movement Skills, and aspects of the Physical Development needs, thereby allowing teachers to perform initial assessments on pupils.

The proceeding four stories can be delivered in any order and at any time. Each has a different physical theme so that planning, from a teaching and learning perspective, can still be informed and the range of activities still requires children to take part in pupil-led learning and teaching staff to complete ongoing assessments.

We recommend saving 'Bertie Bunny and the Farmer's Fall' until the end of the year. It encompasses learning and activities from the previous five stories and enables teachers to complete final assessments.

SUPPORTING THE WHOLE FRAMEWORK THROUGH PHYSICAL DEVELOPMENT AND CONTINUOUS PROVISION.

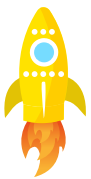
With careful planning, these stories also allow teachers to make links with the full framework requirements. Cross-curricular links are detailed on each of the provided lesson plans.

Each story has a physical theme, but each also demonstrates a deeper moral and gives children opportunities to focus on both Prime and Specific areas of the Framework.

Communication and Language, Personal Social and Emotional Development, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design are all developed via delivery of these imaginative worlds. Plus, we also provide ideas for continuous provision.

EMBEDDING FUNDAMENTAL MOVEMENT SKILLS THROUGH CHILD-LED PLAY.

In planning these activities, we have ensured you will be able to guide your pupils through effective teaching and learning techniques including:



PLAYING AND EXPLORING

Children investigate and experience things and 'have a go'



ACTIVE LEARNING

Children concentrate and keep trying if they encounter difficulties and express enjoyment in their achievements



CREATING AND THINKING CRITICALLY

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things

WHAT ARE THE FUNDAMENTAL MOVEMENT SKILLS?

The Fundamental Movement Skills (FMS) are a series of general motor skills thought to underpin movements of daily life (i.e. being physically active). Learning these fundamental movement skills is essential as more complex sports movements naturally develop from these basic motor capabilities.

It is well recognised that FMS can be divided into three categories of motor skill:



1. Locomotor



2. Body Control



3. Object Control
(see table 1)

MOTOR SKILLS	BODY CONTROL SKILLS	OBJECT CONTROL SKILLS
Crawl Run Gallop Walk Hop Skip Dodge Leap / Jump	Land Stretch Bend / Twist Climb Turn Roll Stop	Throw Catch Kick Strike Dribble Bounce

The ABCs (agility, balance and coordination) are developed in conjunction with each of these three motor skills, highlighting the importance of learning each of the movements.

LEARNING AND LINKING THE FMS

Optimal learning and development of the FMS is via a 'linked' approach whereby children learn segments of each motor skill and then start to combine them relative to a specific task (an everyday activity like climbing the stairs, playing a game like hopscotch or playing a particular sport). It is essential younger children are given the opportunity to learn the FMS before trying complex sports as the inability to master them can lead to future difficulties with movement and impaired confidence. As pupils continue to learn a range of FMS, they can be practised in different environments to challenge children to 'link' different motor skills, build movement competency, improve patterns of movement and increase self-confidence.

An example of 'linking' the FMS is illustrated below. A hop movement, for example, has multiple elements that need to be practised in isolation and then combined and performed as part of a sequence. This enables children to develop individual motor skills that can eventually be integrated into more complex movement patterns.



DELIVERING FUNDAMENTAL MOVEMENT SKILLS IN A FUN AND ENGAGING WAY

Careful planning allows all these movements to be explored during the delivery of our engaging stories and recommended activities, thus giving children plenty of opportunities to be exposed to key movement patterns through repetition. Teachers and practitioners may introduce elements of structured teaching to the stories to enable FMS to be taught and developed even more efficiently or to further support learning through performance and storytelling.

To help teachers and practitioners embed individual segments of FMS development in a fun and engaging way, the Amaven Healthy Schools Programme provides video-based classroom activities.

Our video-based classroom and home activities are designed to support the development and practice of motor skills both in isolation and in combination to build complete movement patterns over time. Using our Movement Skills, Mini Yo, Mindfulness and Dance resources in your classroom will gradually expand pupils' movement vocabulary, evidence of which will be expressed and practised as part of general movement, play and games.





CONTINUOUS PROVISION

To embed the delivery of our resources in your classroom and encourage pupils to remain active via a range of activities and play opportunities, we have included continuous provision ideas in all session plans. These ideas range from circle time to mask building, storytelling, number recognition games and lots more. We have tried to ensure children can become fully immersed in our stories to encourage optimal movement and play.