

Making the Most of the Resource

in Foundation and Key Stage 1 Classes

LEARNING INTENTIONS

The **Learning Intentions** have been written with a view to developing efficient motor function based on the fundamental and manipulative motor skills defined by Gallahue D.L. (2003)*, at an initial, elementary and mature stage (approximately three, five and seven years). Each Learning Intention is progressive and builds upon the previous years' work as well as across each strand within the given year. A series of four **possible teaching content** sessions and an **observation / assessment** opportunity have been allocated for each Learning Intention, ensuring maximum coverage and consolidation.

STRUCTURE

LEAP into Life is centred on the **four strands** of:



Functional Movement

the development of fundamental movement skills

Aesthetic Movement

incorporates body awareness and the ability to interpret a variety of stimuli through movement focused on dance and gymnastics

Manipulative Skills

focused on the ability to work with equipment and small apparatus and co-ordinate movements

Movement Concepts

the development of, decision making, how where and why to move and directional awareness

Functional Movement and **Aesthetic Movement** are made up of twelve progressions each, **Manipulative Skills** and **Movement Concepts** are made up of six progressions each. This provides a total of thirty six progressions for each year group. There is sufficient material for the resource to be delivered daily throughout the academic year.

The material can be adapted and developed according to each individual teacher's expertise and the requirements of each class of children. It is hoped that teachers will develop areas in which they have confidence and understanding; however, the sessions have been written using bullet points and precise language which can be delivered by a non-specialist. Each session also contains possible **Questions** designed to be delivered throughout the teaching to enhance the children's understanding and develop their vocabulary. It is intended that these questions are expanded upon, by asking the children for justification of their thinking. The **Language / Teaching Tips** provide technical information and advice for the teacher.

It is recommended that the progressions are delivered weekly with frequent change of strand so that the skills used in each of the four strands are revisited and developed throughout the year not in an extended block. The progressions for each of these have been written in order of movement development and it is recommended that they are delivered accordingly. Next page is an example of how an establishment may plan their teaching sequence.