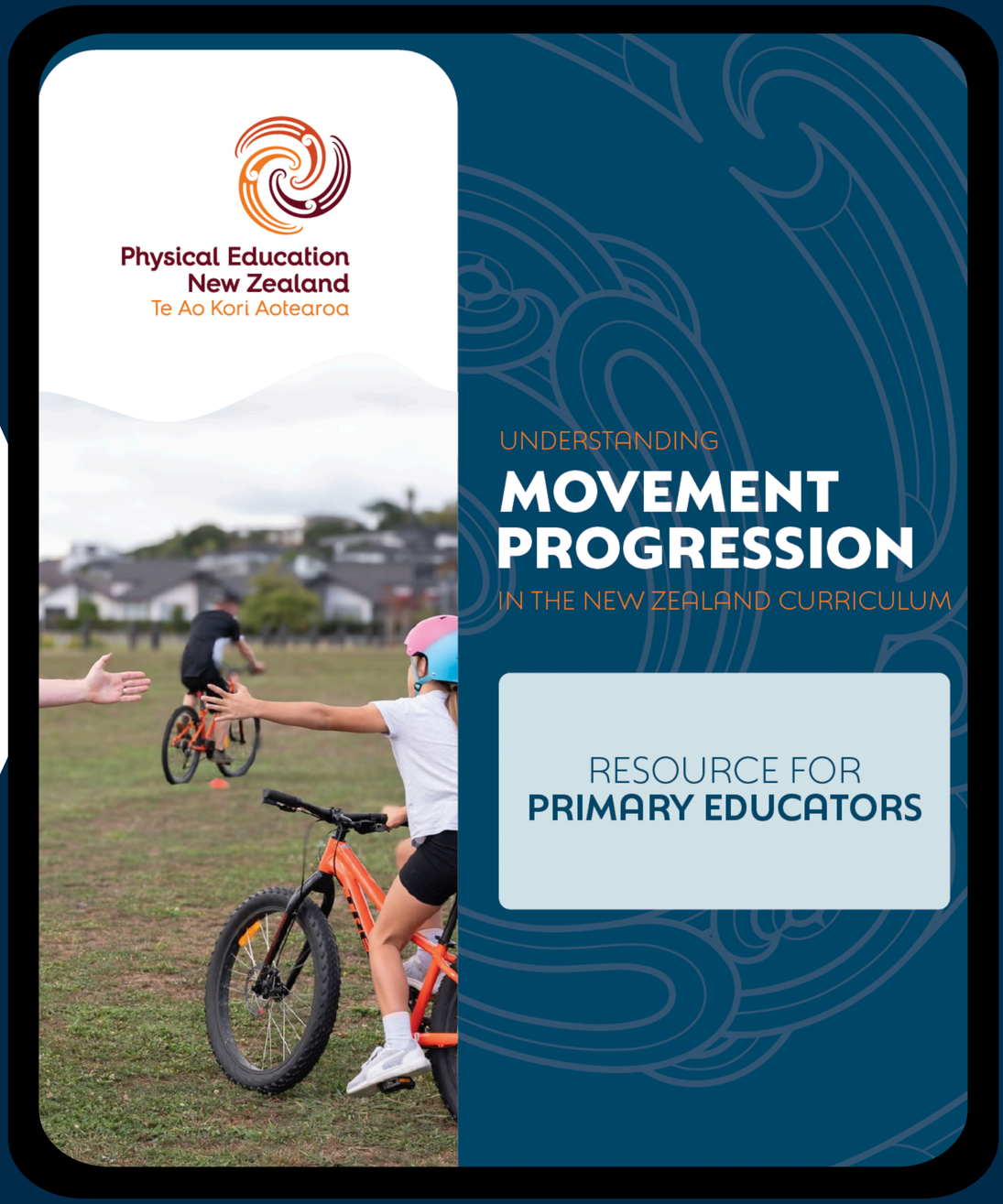
PHYSICAL EDUCATION NEW ZEALAND

Understanding MOVEMENT PROGRESSION

in the New Zealand Curriculum



Introductions



Lynn Kilpatrick

sport canterbury



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SPORT AUCKLAND



Ellen Irish

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Who is it for?

This resource has been designed to support generalist and specialist teachers of physical education across Years 1-8 in NZ Primary and Intermediate Schools, teaching according to the NZ Curriculum (NZC).



What is it about?

- A guide to teaching movement in alignment with the NZC through holisitic, cultural and inclusive practices.
- Clarity of expectations of movement development for learners across Years 1-8
- Development of movement knowledge

The writers of this resource are committed to a vision of inclusive physical education. We acknowledge that ableism powerfully influences physical education and adopt an anti-ableist position. Ableism is the construction, and privileging, of a ‘normal’ or ‘able’ body and mind.

- We believe all tamariki should thrive in physical education.

- We recognise that diversity is normal and refute the idea of ‘normal’ bodies and minds.

- We hold that institutional, environmental and attitudinal factors create and maintain barriers to equitable participation for all tamariki.

- We challenge long standing assumptions about ability being a pre-requisite for physical education.

- Adaptation is not discussed in this resource. Instead, we encourage teachers to draw on the principles of universal design and proactively plan to meet the diverse needs of tamariki.

Achievement Objectives (2007)

Level 1

DEVELOP a **WIDE RANGE** of movement skills, using a **VARIETY OF EQUIPMENT** and **PLAY ENVIRONMENTS**

Level 2

PRACTICE MOVEMENT SKILLS and **DEMONSTRATE** the ability to **LINK THEM IN ORDER TO PERFORM** movement sequences

Level 3

DEVELOP more **COMPLEX MOVEMENT SEQUENCES** and **STRATEGIES** in a **RANGE OF SITUATIONS**

Level 4

DEMONSTRATE CONSISTENCY and **CONTROL OF MOVEMENT** in a **RANGE OF SITUATIONS**



PROGRESSIONS IN PRACTICE

Progression using jumping as an example

Level 1

Exploring jumping:

Different types of jumps leap, skip, 1 foot to 2 feet etc.

Through varied activities, spaces levels e.g. jump over, around, in, out.

Level 2

Practising jumping:

Practising a specific type of jump and linking different types of jumping.

Run and jump with support.

Level 3

Working towards long jump:

Run, stride, take off one foot, land on two feet.

Strategies of speed, timing, force.

Level 4

Applying a long jump:

Developing balance, control and consistency throughout the run up, take off and landing e.g. landing with momentum forward.

Fundamental Movement Knowledge

MOVEMENT CONCEPTS

SPACE AWARENESS **Where** the body moves	EFFORT **How** the body moves	RELATIONSHIPS **With whom** or **what** the body moves	BODY AWARENESS **What** the body **does**
SELF-SPACE: Understanding personal space and maintaining control of movement within it.	**TIME:** Understanding speed and rhythm (e.g., fast, slow, gradual, sudden).	**BODY PARTS:** Awareness of how body parts move in isolation or coordination, (e.g., symmetrical/asymmetrical movements, etc...).	**BODY SHAPES:** Exploring wide, narrow, twisted, curled, or straight shapes.
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LEVELS: Exploring movement at high, medium, and low levels.			
RANGE: Extending or limiting movements to explore proximity and distance.			

LEARNING the FUNDAMENTAL MOVEMENT SKILLS

These skills support participation in a variety of physical activities, sports and recreational pursuits. Below are some examples of fundamental movement skills for primary school children, grouped into categories. These skills support the broader movement concepts and include:

LOCOMOTOR MOVEMENTS		MANIPULATIVE MOVEMENTS	BALANCE MOVEMENTS
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Your Turn!

Choose one of the activities.

How could you make this activity meaningful for a learner who uses a wheelchair?

Identify and explicitly connect
with the:

- motor concepts
- movement skills



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Movement Skills and Motor Concepts in Context

Ultimate Frisbee



Space Awareness
- sharing/moving in space with others,
- movements that consider the space available

Effort
- how much force is required for different distanced throws
- is movement free-flow or jerky?

Relationships
- players interact with the frisbee (over, behind, front,behind)
- players engage with others blocking, guarding, intercepting, shadowing

Body Awareness
- transfer or weight during throw or change of direction
- maintaining balance in dynamic movements when catching



Manipulative Movement
- throwing the frisbee
- catching the frisbee

Balance Movement
- dodging and changing direction
- maintaining balance while moving

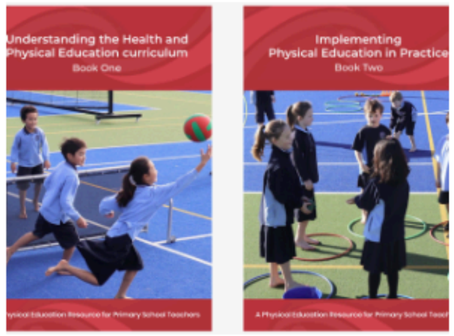
Locomotor Skills
- side stepping, walking, running, jumping, leaping

Non- Locomotor Skills
- balance, twist, stretch, bend

Resources:

Resources > Years 1-8

Years 1-8



PE for Primary School Teachers



MoveWell

MoveWell is a games resource to support



Needs Based Planning

This resource supports the development of



Understanding Movement Progression

Any Pātai?

