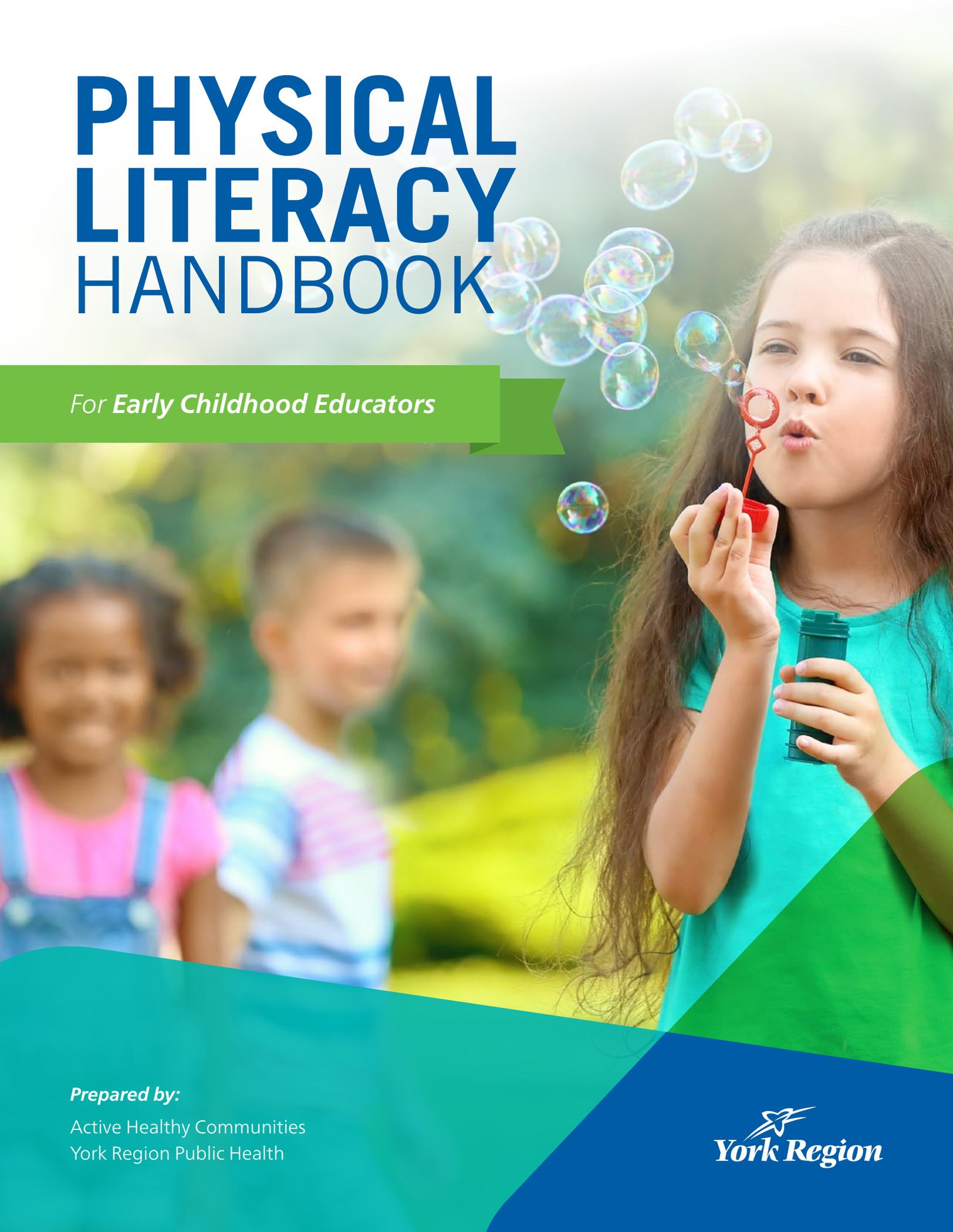


# PHYSICAL LITERACY HANDBOOK



*For Early Childhood Educators*

***Prepared by:***

Active Healthy Communities  
York Region Public Health

**York Region**

## ACKNOWLEDGEMENTS

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**Sport for Life**



For more information on how to contact the above organizations, please refer to the section titled "References."



## INTRODUCTION

The purpose of this handbook is to build and enhance physical literacy knowledge and to present its critical application in the early years. Early childhood educators (ECEs) work with children undergoing the most rapid brain development period in their lives. This is a critical time for learning, growth and development.

This handbook will help ECEs incorporate a variety of fundamental movement skills into the day care's programming to influence the development of physical literacy in children.

As this handbook includes multiple growth and developmental stages and abilities, it can be used by ECEs as a reference for application as children develop from the first year of life until they turn six.

Children over the age of six develop at a more mature stage of fundamental movement skills, sequences and tasks, which require specific recommendations that fall outside the scope of this handbook.

## PHYSICAL ACTIVITY

*The Canadian 24-hour Movement Guidelines for the Early Years and for the Children and Youth make the following recommendations:*

### *Physical activity*

**Infants (less than one year)** should engage in tummy time or interactive floor-based play for at least 30 minutes throughout the day – more is better.

**Toddlers (one to two years)** should spend at least 180 minutes in a variety of physical activities at any intensity, including energetic play, spread throughout the day – more is better.

**Preschoolers (three to four years)** should spend at least 180 minutes in a variety of physical activities spread throughout the day, of which at least 60 minutes is energetic play – more is better.

**Children (five years and older)** should spend at least 60 minutes per day of moderate to vigorous physical activity involving a variety of aerobic activities and several hours of light physical activities. Vigorous physical activity and, muscle and bone strengthening activities should each be incorporated at least three days per week.

### *Sedentary behaviour*

**Infants, toddlers and preschoolers** should not be restrained for more than one hour at a time, nor sit for extended periods. Screen time is not recommended for infants and toddlers under age two, and no more than one hour per day for children aged two to four – less is better.

**Children aged five years and older** should spend no more than two hours per day of recreational screen time. Also, limit sitting for extended periods.



## PHYSICAL LITERACY IS:

- The motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life (Source: *International Physical Literacy Association, May 2014*)
- An individual's ability to "read" what is going on around them in an activity setting and react appropriately
- Vital in influencing children to grow up enjoying physical activity and reap the benefits of being active; it is the gateway to physical activity



The 2018 ParticipACTION Report Card gives physical literacy a D+ grade because only 36 per cent of eight to 12-year olds meet or exceed the minimum recommended level of physical literacy.

## PHYSICAL LITERACY – SKILL BASED

- Physical literacy is as important to children as reading literacy, numeracy and music

Literacy 	Numeracy 	Music 	Physical Literacy 
Building blocks: ABC (alphabets)	Building blocks: 123 (numbers)	Building blocks: Do-re-mi (notes)	Building blocks: Fundamental movement skills
↓	↓	↓	↓
words	fractions	scale	sequences
↓	↓	↓	↓
sentences	equations	score	tasks

(Source: Sport for Life)

## FUNDAMENTAL MOVEMENT SKILLS

- Need to be learned and practised by children to build competence in their movements and confidence in their abilities
- Can be developed at any stage in life – but it’s best to **start early**, especially in the first five years of life when brain development is forming the critical brain connections

**Examples of fundamental movement skills include:**



Agility



Balance



Co-ordination



Speed



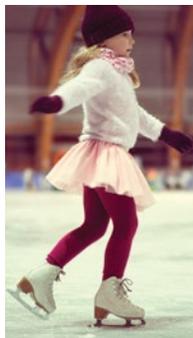
Jumping



Climbing



Walking



Skating



Hopping



Swimming



Skipping



Balance



Throwing



Dribbling



Kicking



Throwing



Hitting



Catching

(Source: Sport for Life)

## THE PHYSICAL LITERACY PROGRESSION

- The development of fundamental movement skills is essential for growth and development
- Physically literate children will be able to participate in a wide range of physical activities and settings
- With fundamental movement skills, children progress through, and effectively perform, more complex skills used in sports and leisure activities



If You **Can**

[ Catch  
 Jump  
**Run**  
 Swim  
 Throw

You Will Take Part In

[ Soccer  
 Basketball  
 Volleyball  
**Track and Field**  
 Squash  
 Rugby  
 Tennis



If You **Can**

[ Catch  
 Jump  
**Throw**  
 Swim  
 Run

You Will Take Part In

[ Soccer  
 Softball  
 Bowling  
**Baseball**  
 Goalball  
 Football  
 Rugby



If You **Can**

[ Throw  
 Jump  
**Swim**  
 Catch  
 Run

You Will Take Part In

[ Swimming  
 Diving  
 Water Polo  
**Scuba**  
 Kayaking  
 Sailing  
 Surfing

(Source: Sport for Life)

For resources and more information on physical literacy, visit [york.ca/physicalactivity](http://york.ca/physicalactivity)

## WHY PHYSICAL LITERACY IS IMPORTANT

### **Children who have developed physical literacy:**

- Are ready to learn and do better in school
- Have less stress, feel good about themselves and behave appropriately
- Have better social skills and leadership abilities
- Are less likely to withdraw from physical activity and sport, and turn to inactive and unhealthy lifestyle choices
- Will enjoy physical activity and stay active for life
- Have lower risk of obesity and chronic diseases
- Have stronger bones and muscles, and healthier body weights



(Source: Sport for Life)

## EARLY CHILDHOOD EDUCATORS AND CHILDHOOD GROWTH AND DEVELOPMENT

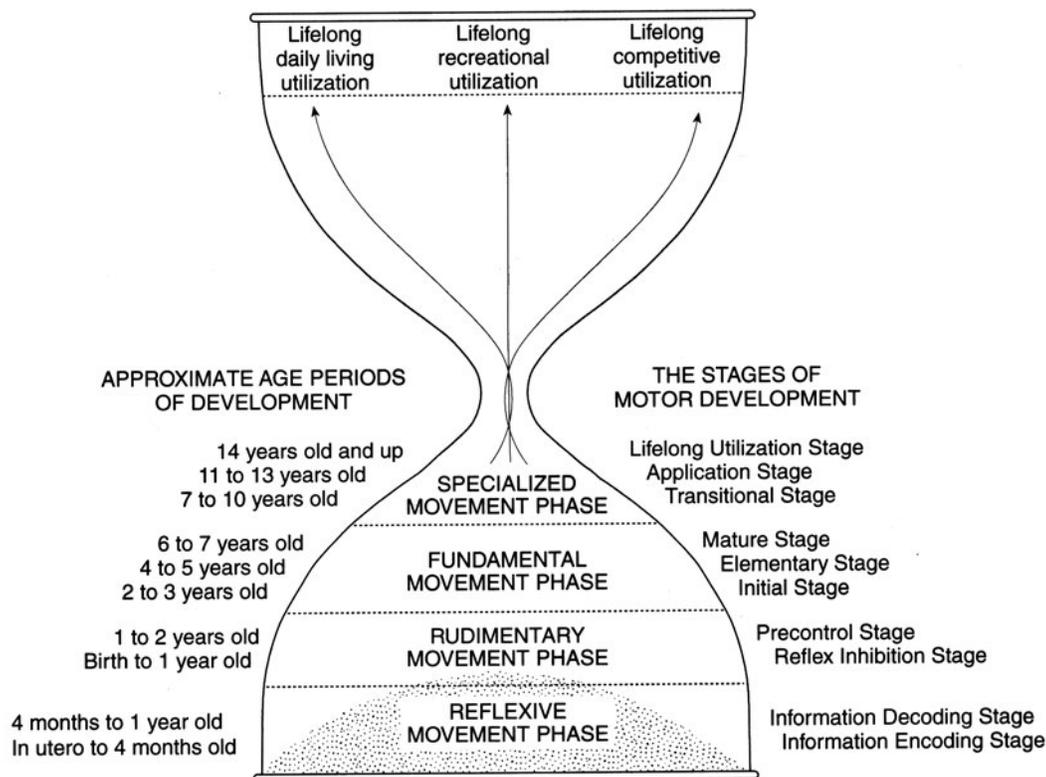
(Source: Association of Early Childhood Educators Ontario, 2017)

- Early Childhood Educators (ECEs) are highly qualified, educated individuals who have a passion for the care and education of children in the early years
- Early Childhood Education and Care (ECEC) is gaining prominence as one of the best ways to improve quality of life for children, families and societies
- Children who are enrolled in quality ECEC programs are provided with early opportunities to support their physical, mental and social well-being, which has life-long benefits
- Parents and families that receive support from ECEC programs are better equipped to cope with their busy lives and can work confidently knowing their children are receiving good care
- ECEs' expertise and dedication have lasting effects on children and their communities, and the work they do is felt beyond the classroom



## GALLAHUE'S THEORY OF MOTOR DEVELOPMENT

(Source: *Understanding Motor Development: Infants, Children, Adolescents, Adults, 2011*)



According to Gallahue's theory of motor development, individuals go through different phases of movement abilities. As can be seen in the diagram above, the first two stages include the Reflexive Movement Phase and the Rudimentary Movement Phase. These two phases are unique in that much of the development is through the natural progression of child development, with the environment assisting in the progression and mastery of these abilities. As children transition into the Fundamental Movement Phase, however, movement skills such as running, hopping, jumping, throwing, catching, kicking and trapping are not automatically developed by children through the process of maturation. Most children will require assistance, encouragement, practice and instruction to be able to move through the sub-stages in Fundamental Movement Phase. This phase of movement skills is crucial in developing children's confidence and ability in using these skills so that they can remove any barriers from reaching the Specialized Movement Phase. The diagram also demonstrates that the Fundamental Movement Phase falls in the early childhood age group; therefore, ECEs must plan to instruct, encourage and provide opportunities for children to develop these essential skills. As the hourglass in the diagram is turned upside-down, the amount of skills developed within each of the phases of development will determine an individual's repertoire of skills and abilities to engage in lifelong physical activity. In other words, the more ECEs invest in children's movement skills development, the more physically literate they will become and the more likely they will continue to engage in physical activity throughout their life.

## HOW ECES CAN BUILD PHYSICAL LITERACY IN CHILDREN

- Be positive role models
- Provide opportunities for children to develop and practise fundamental movement skills including the use of nature and outdoor play
- Encourage children to move and positively reinforce their efforts
- Allow children to guide activities based on their interests and building on their ideas
- Ensure children have ample rest between activities
- Facilitate activities that use a wide variety of fundamental movement skills
- Model and encourage perseverance as they learn new and challenging movements
- Promote building resilience and critical thinking in children by facilitating the use of learned skills in new and exciting environments
- Activities should be modified for children with differing developmental abilities
- Foster an environment that supports learning through practice and ensures children can regulate their emotions, behaviour and attention in order to cope with the demands of their situation
- Provide ongoing support to help children learn self-regulation through practice



## HOW DOES LEARNING HAPPEN GUIDELINE AND ITS RELATIONSHIP TO PHYSICAL ACTIVITY

In 2014, The Ministry of Education released a resource document: *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. It includes expectations for programs around four foundations. The table below links physical activity planning with these four foundations.

Foundation and program expectation	Relation to physical activity
<p><b>Belonging</b> Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the world around them.</p>	<p>When children feel secure and safe, they are more likely to have the confidence to play, explore and learn about the world around them. <b>Caregivers can help build a sense of belonging by:</b></p> <ul style="list-style-type: none"> <li>• Considering the skill and comfort level of each child when planning games and activities and ensuring that all children can participate</li> <li>• Taking advantage of physical activity opportunities during one-to-one interactions in daily routines, such as diaper changing times</li> <li>• Helping children understand the capabilities and challenges of others and encouraging them to be inclusive in their play</li> </ul>
<p><b>Well-being</b> Early childhood programs nurture children's healthy development and support their growing sense of self.</p>	<p>Early experiences significantly impact brain development and the health of young children. <b>Programs can benefit a child's health by:</b></p> <ul style="list-style-type: none"> <li>• Providing opportunities each day for active play and exploration</li> <li>• Limiting the time children are involved in sedentary activities</li> <li>• Creating safe and exciting outdoor environments for active play, while considering the skill level and capabilities of all children</li> <li>• Enabling children to take reasonable risks and gain more competence through active play</li> </ul>

Source: *Safe and Healthy Children: A Public Health Resource Manual for Child Care Providers, Chapter 9*. Adapted with the permission of The Regional Municipality of Waterloo (Public Health and Emergency Services)

Foundation and program expectation	Relation to physical activity
<p><b>Engagement</b> Early childhood programs provide environments and experiences to engage children in active, creative and meaningful exploration, play and inquiry.</p>	<p>When children are engaged they are interested and involved in what they are doing. <b>Children are more likely to participate in activities and play when they are allowed to:</b></p> <ul style="list-style-type: none"> <li>• Participate in unstructured play by themselves or with other children</li> <li>• Choose a group activity from a variety of options</li> <li>• Suggest an activity or game for the group to play</li> <li>• Explore their environment using a variety of natural materials and play structures</li> </ul>
<p><b>Expression</b> Early childhood programs foster communication and expression in all forms.</p>	<p>Children can express themselves by moving in many ways and by participating in a variety of activities that allow them to express themselves in a physical way in addition to verbal communication. <b>Encourage children to:</b></p> <ul style="list-style-type: none"> <li>• Move creatively using their imagination, such as pretending to be different kinds of animals</li> <li>• Use different movements such as hopping or jumping during circle time and at other programming times</li> <li>• Act out stories that are read to them</li> </ul>

Source: *Safe and Healthy Children: A Public Health Resource Manual for Child Care Providers, Chapter 9.*  
Adapted with the permission of The Regional Municipality of Waterloo (Public Health and Emergency Services)



## ACTIVITIES TO BUILD FUNDAMENTAL MOVEMENT SKILLS

The activity charts below are colour-coded with categories of related fundamental movement skills to make it easy to choose appropriate and specific skill-building activities that your child is interested in doing.

- |  |   |
|--|---|
|  • Walking, running, sliding, skating                         |  • Climbing, crawling        |
|  • Balance, coordination, squatting, swaying, agility, rhythm |  • Catching, throwing        |
|  • Jumping, hopping, galloping, trotting, skipping            |  • Swimming                  |
|  • Kicking, dribbling   |  • Striking, hitting, aiming |
|  |  • Cycling                   |



Visit [fms.60minkidsclub.org/?page\\_id=270](https://fms.60minkidsclub.org/?page_id=270) for “show me” videos of proper body movements for fundamental movement skills.

### Growth and development - Infant under 18 months

Develops a sense of security  
Likes movement  
Stage of explorations and new skills

- |                           |                 |  |
|---------------------------|-----------------|--|
| • Lifts and holds head up | • Sits unaided  | • Develops hand-eye coordination             |
| • Eyes follows objects    | • Crawls        | • Pulls self-up with support                 |
| • Rolls over              | • Climbs stairs | • Walks with support from adult or furniture |

<b>Activities</b>  (Safety as priority with adult supervision)	<b>Rudimentary Skills</b>	<b>Suggestions for objects and settings</b>
<b>Tummy time</b>	<ul style="list-style-type: none"> <li>Lifting head</li> <li>Moving arms and legs</li> </ul>	<ul style="list-style-type: none"> <li>Open floor space</li> <li>Floor blanket or play mat</li> <li>Baby safe materials</li> </ul>

## Growth and development - Infant under 18 months

<b>Activities</b> <span style="color: #e91e63;">+</span> (Safety as priority with adult supervision)	<b>Rudimentary Skills</b>	<b>Suggestions for objects and settings</b>
Encourage infant to <b>look at toy being moved from left to right</b> while lying on his/her back  <i>(Source: Best Start: Have a Ball Together)</i>	<ul style="list-style-type: none"> <li>• Eyes tracking objects</li> <li>• Head movement</li> <li>• Neck and shoulder muscles strengthening and control</li> </ul>	<ul style="list-style-type: none"> <li>• Floor blanket or play mat</li> <li>• Bright toy/baby safe materials</li> </ul>
<b>Play time</b>	<ul style="list-style-type: none"> <li>• Eyes tracking objects</li> <li>• Arm and leg movements</li> </ul>	<ul style="list-style-type: none"> <li>• Open floor space</li> <li>• Floor blanket or play mat</li> <li>• Bright toy/baby safe materials</li> </ul>
<b>Sit up and look</b>	<ul style="list-style-type: none"> <li>• Eyes tracking objects</li> <li>• Arm movements</li> <li>• Core strength</li> </ul>	<ul style="list-style-type: none"> <li>• Comfortable place to sit indoors or outdoors with lots of activities to watch</li> </ul>
<b>Ball chase</b> – Roll a reaction ball for infant to crawl and follow its direction  <i>(Source: Best Start: Have a Ball Together)</i>	<ul style="list-style-type: none"> <li>• Hand-eye coordination</li> <li>• Crawling towards a target</li> <li>• Stopping an object</li> </ul>	<ul style="list-style-type: none"> <li>• Reaction ball</li> <li>• Open floor space</li> </ul>
<b>Blow bubbles</b> and encourage infant to look at and reach the bubbles  <i>(Source: Best Start: Have a Ball Together)</i>	<ul style="list-style-type: none"> <li>• Hand-eye coordination</li> <li>• Spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Bubbles</li> <li>• Open floor space</li> </ul>

*(Illustrations courtesy of ActiveforLife.com)*

## Growth and development - Toddler 18 months to 29 months

### Learns to make decisions

- Walks alone, squats, picks up a toy without falling (most times)
- Pushes/pulls toys while walking forward
- Walks up a few stairs with support
- Tries to run
- Squats with balance
- Walks backwards and sideways pulling a toy

Activities  (Safety as priority with adult supervision)	Rudimentary and fundamental movement skills	Suggestions for objects and settings
Encourage <b>“cruising” of furniture/moving toy</b> using adults as support	 Walking  Balance	<ul style="list-style-type: none"> <li>• Furniture/moving toy</li> <li>• Clear open space</li> </ul>
<b>Place toys strategically</b> to encourage squatting, bending, balancing and reaching	 Balance  Coordination  Squatting	<ul style="list-style-type: none"> <li>• Visually appealing toy</li> </ul>
<b>Exploration</b> in the park or on the trail – Look at leaves, flowers, stones, rocks, animals, insects, etc.	 Walking  Balance	<ul style="list-style-type: none"> <li>• York Region forest, parks or municipal trails</li> </ul>
Hold child’s hand and <b>walk up and down stairs</b> 	 Balance  Climbing	<ul style="list-style-type: none"> <li>• Stairs</li> </ul>
<b>Move to music</b> – Encourage natural body movement (tap, sway, clap, hop, bounce) through music	 Swaying  Balance  Rhythm  Coordination  Hopping	<ul style="list-style-type: none"> <li>• Musical toys: maracas, tambourines</li> <li>• Household objects: banging spoons or wooden utensils together or over glasses/mugs</li> </ul>

## Growth and development - Toddler 18 months to 29 months

<b>Activities</b>  (Safety as priority with adult supervision)	<b>Rudimentary and fundamental movement skills</b>	<b>Suggestions for objects and settings</b>
<p><b>Play balls</b> – Sit and roll a ball back and forth; throw and basket catch ball (with hands and forearms forming a basket); kick balls of different sizes</p> 	<ul style="list-style-type: none"> <li> Catching</li> <li> Throwing</li> <li> Kicking</li> </ul>	<ul style="list-style-type: none"> <li>• Ball of different sizes</li> </ul>
<p>Encourage child to <b>walk on different surfaces</b></p>	<ul style="list-style-type: none"> <li> Balance</li> <li> Walking</li> </ul>	<ul style="list-style-type: none"> <li>• Grass, dirt and sand</li> <li>• In the yard or the park</li> </ul>
<p><b>Push and pull</b> a toy</p>	<ul style="list-style-type: none"> <li> Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Push and pull toys</li> <li>• Spacious area</li> </ul>

*(Illustrations courtesy of ActiveforLife.com)*



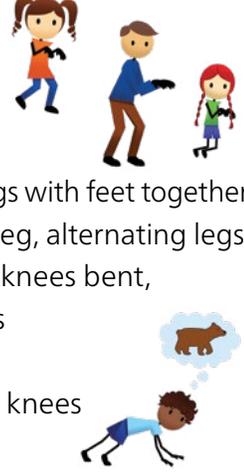
## Growth and development - Preschool 30 months to 6 years

**Lots of energy**  
**Needs space and opportunity**  
**Learns best by playing and using imagination**  
**Likes to play with other children and make friends**  
**Likes fantasy and imaginary play**

- Walks up the stairs using handrail, one step at a time and progressing to alternating feet
- Stands on one foot balanced, increasing in length of time as child grows older
- Throws a ball a one metre distance
- Hops on one foot and gradually increases the number of hops
- Catches a large ball with outstretched arms
- Stops, starts and changes direction smoothly when running
- Throws and catches a ball successfully most of the time
- Climbs playground equipment without difficulty
- Skips across a room
- Walks on a straight line or a beam, like a curb, without falling
- Swims, skates and cycles

<b>Activities</b> <span style="color: green;">+</span> (Safety as priority with adult supervision)	<b>Fundamental movement skills</b>	<b>Suggestions for objects and settings</b>
Use a bat to <b>hit a ball</b> on the ground or to knock down targets 	<ul style="list-style-type: none"> <li> Striking</li> <li> Walking</li> <li> Running</li> <li> Balance</li> <li> Coordination</li> </ul>	<ul style="list-style-type: none"> <li>• A ball</li> <li>• Toy bat, small hockey stick</li> </ul>
<b>Kick a beach ball</b>	<ul style="list-style-type: none"> <li> Kicking</li> <li> Catching</li> </ul>	<ul style="list-style-type: none"> <li>• Beach ball, any ball on grass, sand or pavement</li> </ul>
Hold child's hand and <b>balance walk</b> on low structures such as park benches, raised curbs or dry logs then jump down 	<ul style="list-style-type: none"> <li> Balance</li> <li> Walking</li> <li> Jumping</li> </ul>	<ul style="list-style-type: none"> <li>• In park, sidewalk or trail</li> </ul>
<b>Jump over cracks</b> on the sidewalk	<ul style="list-style-type: none"> <li> Jumping</li> </ul>	<ul style="list-style-type: none"> <li>• Sidewalk</li> <li>• Chalk to draw lines</li> </ul>

## Growth and development - Preschool 30 months to 6 years

<b>Activities</b>  (Safety as priority with adult supervision)	<b>Fundamental movement skills</b>	<b>Suggestions for objects and settings</b>
<b>Climb on and under</b> furniture, <b>in and out</b> of toys or boxes	 Climbing  Balance	<ul style="list-style-type: none"> <li>• Playscape, play tents, tunnels, boxes, cushions</li> <li>• Large space indoors or outdoors</li> </ul>
<b>Bubble catch</b> – Blow bubbles for toddler to catch 	 Jumping  Running  Balance  Coordination	<ul style="list-style-type: none"> <li>• Bubble blowers</li> <li>• Outdoors</li> </ul>
<b>Cloud catch</b> – Throw scarf in the air for child to catch. Add in different body parts to catch the scarf	 Catching  Jumping  Balance  Coordination	<ul style="list-style-type: none"> <li>• Scarf, tissue or paper towel</li> </ul>
Sing the song “ <b>Head and shoulders, knees and toes</b> ” and perform movements 	 Balance  Coordination	<ul style="list-style-type: none"> <li>• Flat surface</li> </ul>
<b>Imaginary animal play:</b> <b>Horse</b> – Gallop <b>Frog</b> – Hop on all fours <b>Snake</b> – Slide on the floor <b>Kangaroo</b> – Hop on two legs with feet together <b>Flamingo</b> – Stand on one leg, alternating legs <b>Chimpanzee</b> – Walk with knees bent, legs apart and swing arms <b>Bear</b> – Crawl on all fours <b>Dog</b> – Walk on hands and knees 	 Hopping  Galloping  Walking  Crawling  Balance  Coordination	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Indoors or outdoors</li> </ul>

## Growth and development - Preschool 30 months to 6 years

<p style="text-align: center;"><b>Activities</b></p> <p> (Safety as priority with adult supervision)</p>	<p style="text-align: center;"><b>Fundamental movement skills</b></p>	<p style="text-align: center;"><b>Suggestions for objects and settings</b></p>
<p><b>Throw and catch a ball underhand</b> – Place hands at waist height with palms facing upward and pinky fingers almost touching</p> 	<ul style="list-style-type: none"> <li> Throwing</li> <li> Catching</li> </ul>	<ul style="list-style-type: none"> <li>• Ball</li> </ul>
<p><b>Mimic a growing flower:</b></p> <p><b>A seed</b> – Crouch into a ball</p> <p><b>Sprouting</b> – Rise up slowly and reach out with arms</p> <p><b>The wind is blowing</b> – Sway and wave arms</p> <p><b>Plant is thirsty</b> – Droop over forward</p> <p><b>Nighttime</b> – Close arms to mimic petals closing</p> <p><b>When sun comes out</b> – Stretch arms upward</p> <p><b>Winter comes</b> – Crumble to ground</p>	<ul style="list-style-type: none"> <li> Balance</li> <li> Coordination</li> </ul> 	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Indoors or outdoors</li> </ul>
<p><b>Kick</b> a ball at a target with the inner side of foot</p> 	<ul style="list-style-type: none"> <li> Kicking</li> <li> Balance</li> <li> Coordination</li> <li> Aiming</li> </ul>	<ul style="list-style-type: none"> <li>• Ball, empty plastic bottles, milk cartons or pylons for goal posts</li> </ul>
<p>Play <b>ball hockey</b></p> 	<ul style="list-style-type: none"> <li> Running</li> <li> Striking</li> <li> Balance</li> <li> Coordination</li> <li> Agility</li> <li> Aiming</li> </ul>	<ul style="list-style-type: none"> <li>• Small hockey stick</li> <li>• Small ball</li> <li>• Empty plastic bottles, milk cartons or pylons for goal posts</li> </ul>

## Growth and development - Preschool 30 months to 6 years

<b>Activities</b>  (Safety as priority with adult supervision)	<b>Fundamental movement skills</b>	<b>Suggestions for objects and settings</b>
<p><b>Balance game</b> – Stand on one leg, on tiptoes, two knees and one hand, bottom and two hands, two elbows and one foot, all fours, etc.</p> 	 Balance	<ul style="list-style-type: none"> <li>• Flat and soft surface</li> </ul>
<p><b>Follow the trail</b> doing different movements such as galloping, trotting, jumping, skipping, hopping, sliding, walking, running, etc.</p>	 Jumping  Skipping  Hopping  Walking  Running  Balance	<ul style="list-style-type: none"> <li>• Toy pylons, hula hoops or chalk to make the trail</li> </ul>
<p><b>Go with the wind</b> – Hold the scarf up and sway gently like a light breeze; sway more to the side pretending the wind is getting stronger, walk holding the scarf up, then more quickly into a run</p>	 Walking  Running  Swaying  Balance  Coordination	<ul style="list-style-type: none"> <li>• Scarf, tissue, paper towel</li> <li>• Open space outdoors</li> </ul>
<p>Set up an <b>obstacle course</b> (over, under, beside, through, on, in) to practise skills</p> 	 Walking  Running  Balance  Climbing  Jumping  Hopping	<ul style="list-style-type: none"> <li>• Playscape, ropes, hoops, toy pylons, chairs or cardboard boxes</li> <li>• Indoors or outdoors</li> </ul>
<p>Sit on a chair and practise different <b>swimming</b> strokes: butterfly, breast, side and back strokes by moving arms and legs</p>	 Swimming	<ul style="list-style-type: none"> <li>• Chairs</li> <li>• Outdoors on the grass</li> </ul>

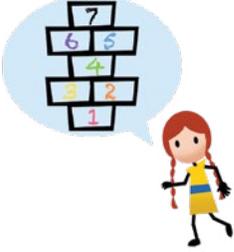
## Growth and development - Preschool 30 months to 6 years

<b>Activities</b>  (Safety as priority with adult supervision)	<b>Fundamental movement skills</b>	<b>Suggestions for objects and settings</b>
<p><b>Cycle</b> on a tricycle indoors or outdoors if tricycles are available in the child care centre. If not, pretend to be cycling by sitting on a chair and moving arms and legs</p>	 Cycling	<ul style="list-style-type: none"> <li>• Spacious room with no obstacles</li> <li>• Enclosed play area outdoors</li> </ul>
<p><b>Golf toss</b> a soft object into a bucket or box from 'golf tees' marked by pieces of paper, twigs or leaves</p> 	 Throwing  Coordination  Aiming	<ul style="list-style-type: none"> <li>• Beanbag, ball or a small pillow</li> <li>• Cardboard boxes, bucket</li> </ul>
<p>Pretend <b>river and bank</b> on either side of a rope, jump to the side being called out by an adult</p> 	 Jumping  Balance	<ul style="list-style-type: none"> <li>• A stick, a string or chalk to draw the line</li> </ul>
<p>Show and teach child to <b>bowl</b> a ball to knock down milk cartons or empty plastic bottles</p> 	 Running  Throwing  Aiming  Balance  Coordination  Agility	<ul style="list-style-type: none"> <li>• Large ball</li> <li>• Toy bowling sets for younger child</li> <li>• Hard surface such as driveway, sidewalk or paved playground</li> </ul>

## Growth and development - Preschool 30 months to 6 years

<p style="text-align: center;"><b>Activities</b></p> <p> (Safety as priority with adult supervision)</p>	<p style="text-align: center;"><b>Fundamental movement skills</b></p>	<p style="text-align: center;"><b>Suggestions for objects and settings</b></p>
<p>Practise <b>ball games</b> – Basketball, soccer, tennis, baseball</p> 	<ul style="list-style-type: none"> <li> Running</li> <li> Hitting</li> <li> Throwing</li> <li> Catching</li> <li> Kicking</li> <li> Dribbling</li> <li> Balance</li> <li> Coordination</li> <li> Agility</li> </ul>	<ul style="list-style-type: none"> <li>• Ball, racquet, ball glove and bat</li> <li>• Grassed area or park</li> </ul>
<p><b>Scarf double catch</b> – Throw a scarf into the air with a soft object in the middle of it; try to catch both of them while they fall at different speeds</p>	<ul style="list-style-type: none"> <li> Throwing</li> <li> Catching</li> <li> Running</li> <li> Balance</li> <li> Coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Scarf, tissue, paper towel, a soft toy or beanbag</li> <li>• Outdoor open space</li> </ul>
<p>Walk on an <b>imaginary tightrope</b> (heel-to-toe)</p> 	<ul style="list-style-type: none"> <li> Balance</li> </ul>	<ul style="list-style-type: none"> <li>• Chalk to draw line</li> </ul>
<p><b>Run towards and kick a ball</b> with the lace part of the shoe at a target</p> 	<ul style="list-style-type: none"> <li> Kicking</li> <li> Running</li> <li> Balance</li> <li> Coordination</li> <li> Aiming</li> </ul>	<ul style="list-style-type: none"> <li>• Ball, toy pylons, empty plastic bottles or milk cartons for goal posts</li> <li>• Backyard or park</li> </ul>

## Growth and development - Preschool 30 months to 6 years

<b>Activities</b>  (Safety as priority with adult supervision)	<b>Fundamental movement skills</b>	<b>Suggestions for objects and settings</b>
<b>Basketball dribble</b> 	 Dribbling  Balance  Coordination  Rhythm	<ul style="list-style-type: none"> <li>• Large ball</li> <li>• Open space with hard surface</li> </ul>
<b>Leap over a river</b> (formed by two strings placed one end narrower than the other), starting from the narrow part of the river, then try the wider part 	 Running  Jumping  Balance  Coordination	<ul style="list-style-type: none"> <li>• Two ribbons, strings or chalk to draw the lines</li> </ul>
<b>Play tag</b> 	 Running  Agility  Balance  Coordination	<ul style="list-style-type: none"> <li>• Open outdoor space, grass or non-slip surface</li> </ul>
<b>Play hopscotch</b> 	 Hopping  Balance  Coordination	<ul style="list-style-type: none"> <li>• Hopscotch grid or chalk to draw one</li> <li>• Bean bag, small stick or small rock</li> </ul>

(Illustrations courtesy of ActiveforLife.com)

## RESOURCES FOR EARLY CHILDHOOD EDUCATORS

### Videos on physical literacy

#### **Physical Literacy (York Region Public Health)**

[youtube.com/watch?v=AU0XH1DHSVZw&list=PLA916702E290A2EB6&index=1](https://www.youtube.com/watch?v=AU0XH1DHSVZw&list=PLA916702E290A2EB6&index=1)

#### **The ABCs of Physical Literacy (Region of Peel)**

[youtu.be/FzCgndUW700](https://youtu.be/FzCgndUW700)

#### **Physical Literacy (Sport Wales)**

[youtube.com/watch?v=R8PIXqp3JpA](https://www.youtube.com/watch?v=R8PIXqp3JpA)

#### **Physical Literacy (The Canadian Sport for Life)**

[youtube.com/watch?v=Ayl6FQJ1-78&feature=youtu.be](https://www.youtube.com/watch?v=Ayl6FQJ1-78&feature=youtu.be)

#### **PL 301 What is Physical Literacy?**

##### **(The Canadian Sport for Life)**

[youtube.com/watch?v=\\_L\\_yUY41VHA&feature=youtu.be](https://www.youtube.com/watch?v=_L_yUY41VHA&feature=youtu.be)

#### **What is “Physical Literacy?” (The Canadian Sport for Life)**

[youtube.com/watch?v=0x6foP9O880&feature=youtu.be](https://www.youtube.com/watch?v=0x6foP9O880&feature=youtu.be)

#### **HANDS UP | Part 1 – Introduction to Physical and Health Literacy (Ophea Canada)**

[youtube.com/watch?v=\\_okRtLv-7Sk&feature=youtu.be](https://www.youtube.com/watch?v=_okRtLv-7Sk&feature=youtu.be)

#### **HANDS UP | Part 2 – Exploring Physical and Health Literacy (Ophea Canada)**

[youtube.com/watch?v=e4PjX9mXYq8&feature=youtu.be](https://www.youtube.com/watch?v=e4PjX9mXYq8&feature=youtu.be)

#### **Physical Literacy (Mount Royal University)**

[youtu.be/0dFG1hCDqcl](https://youtu.be/0dFG1hCDqcl)

#### **What is Physical Literacy? (Motivate Canada)**

[youtu.be/IEljbTiJOM](https://youtu.be/IEljbTiJOM)

### Information on early childhood education and children’s growth and development

#### **How Does Learning Happen? Ontario’s Pedagogy for the Early Years (Ministry of Education, Government of Ontario)**

[edu.gov.on.ca/childcare/HowLearningHappens.pdf](https://edu.gov.on.ca/childcare/HowLearningHappens.pdf)

#### **Early Learning for Every Child Today: A framework for Ontario early childhood settings (Ministry of Education, Government of Ontario)**

[edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf](https://edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf)

#### **Motor Development: A Theoretical Model (Gallahue, D.L. and Ozmun, J.C.)**

[highered.mheducation.com/sites/dl/free/0072972963/229910/gallahue6e\\_ch03.ppt](https://highered.mheducation.com/sites/dl/free/0072972963/229910/gallahue6e_ch03.ppt)

#### **“Thrive by Five”: Why the early years are so important (Active for Life)**

<https://activeforlife.com/thrive-by-five-why-the-early-years-are-so-important/>

### Information on physical activity and physical literacy

#### **Canadian 24-Hour Movement Guidelines for the Early Years (0 to 4 years) (Canadian Society for Exercise Physiology)**

[csepguidelines.ca/wp-content/themes/csep2017/pdf/PAR7972\\_24Hour\\_Guidelines\\_EY\\_En-4.pdf](https://csepguidelines.ca/wp-content/themes/csep2017/pdf/PAR7972_24Hour_Guidelines_EY_En-4.pdf)

#### **Flourish - A physical literacy resource for Early Childhood Educators in Windsor-Essex County (Windsor-Essex County Health Unit)**

[edmontonsport.com/pdfs/flourish.pdf](https://edmontonsport.com/pdfs/flourish.pdf)

#### **Physical Literacy Educational Strategies (PHE Canada)**

[phecanada.ca/activate/qdpe/physical-literacy-educational-strategies](https://phecanada.ca/activate/qdpe/physical-literacy-educational-strategies)

#### **Early years educators toolkit (Active for Life)**

[activeforlife.com/early-years/](https://activeforlife.com/early-years/)

#### **A Hop, Skip and a Jump: Enhancing Physical Literacy, 2nd Edition (Active for Life)**

[activeforlife.com/content/uploads/2015/03/Hop-Skip-and-Jump-Childcare-Resource-Second-Edition.pdf](https://activeforlife.com/content/uploads/2015/03/Hop-Skip-and-Jump-Childcare-Resource-Second-Edition.pdf)

#### **Program innovation: Physical literacy for early childhood (Mount Royal University)**

[activeforlife.com/physical-literacy-early-childhood/](https://activeforlife.com/physical-literacy-early-childhood/)

**Early years programs need more active play, says U of T expert (Active for Life)**

[activeforlife.com/early-years-programs-need-more-active-play/](http://activeforlife.com/early-years-programs-need-more-active-play/)

**Fundamental Movement Skills (60 Minute Kids' Club)**

[fms.60minkidsclub.org/](http://fms.60minkidsclub.org/)

**Physical literacy in the early years. It's the right thing at the right time. (Active for Life)**

[activeforlife.com/content/uploads/2017/03/AfL-TeacherHandout-EarlyYears\\_v1.2.pdf](http://activeforlife.com/content/uploads/2017/03/AfL-TeacherHandout-EarlyYears_v1.2.pdf)

**Early years educators and the challenges of physical literacy (Active for Life)**

[activeforlife.com/early-years-educators-challenges/](http://activeforlife.com/early-years-educators-challenges/)

**APPLE Seeds Sowing the Seeds of Active Play & Physical Literacy Everyday**

<http://sportforlife.ca/wp-content/uploads//2018/06/Preschool-Physical-Literacy-Supporting-Adults-to-Create-Motivated-Confident-Competent-and-Resilient-Children-min.pdf>

**APPLE Seeds Program (Mount Royal University)**

[earlyyearsphysicalliteracy.com/apple-seeds-program](http://earlyyearsphysicalliteracy.com/apple-seeds-program)

**Preschool FMS Chart (Mount Royal University adapted from Canadian Sport for Life)**

[activeforlife.com/content/uploads/2014/01/FMS-development.jpg](http://activeforlife.com/content/uploads/2014/01/FMS-development.jpg)

**Playing to Learn in the Early Years (Mount Royal University)**

[physicalliteracy.ca/wp-content/uploads/2017/06/Play-to-Learn\\_June-8\\_final.pdf](http://physicalliteracy.ca/wp-content/uploads/2017/06/Play-to-Learn_June-8_final.pdf)

**Early childhood centres: Making physical literacy the norm**

<https://activeforlife.com/early-childhood-physical-literacy-norm/>

**Developing Policy to Advance Physical Literacy in Child Care Settings in Alberta (Alberta Centre for Active Living)**

[https://www.centre4activeliving.ca/media/filer\\_public/f5/1e/f51eb161-743f-4cc4-b80e-90ccfcd5b7a7/2012-dec-literacy-childcare.pdf](https://www.centre4activeliving.ca/media/filer_public/f5/1e/f51eb161-743f-4cc4-b80e-90ccfcd5b7a7/2012-dec-literacy-childcare.pdf)



**🔍 Assessment of physical literacy**

**Physical Literacy Assessment for Youth PLAYfun tool (Canadian Sport for Life)**

[play.physicalliteracy.ca/play-tools/playfun](http://play.physicalliteracy.ca/play-tools/playfun)

**The “assess me” and “show me” videos of proper body movements for fundamental movement skills (60 Minute Kids' Club)**

[fms.60minkidsclub.org/?page\\_id=270](http://fms.60minkidsclub.org/?page_id=270)

**📖 Activities/lesson plans to build physical literacy in children**

**Activities for fundamental movement skills development (Active for Life)**

[activeforlife.com/activities/](http://activeforlife.com/activities/)

**Activities and lesson plans for developing physical literacy for children aged 0 to 12 (Active for Life)**

[activeforlife.com/resources-for-developing-physical-literacy/](http://activeforlife.com/resources-for-developing-physical-literacy/)

**Ready-made lesson plans for educators, caregivers, camp leaders, and after-school program leaders (Active for Life)**

[activeforlife.com/resource/individual-lesson-plans/](http://activeforlife.com/resource/individual-lesson-plans/)

**Ready-made teaching units for educators, caregivers, and program leaders (Active for Life)**

[activeforlife.com/resource/lesson-plan-units/](http://activeforlife.com/resource/lesson-plan-units/)

**Fundamental movement skills library (60 minute kids' club)**

[health-mt.com/fms-library](http://health-mt.com/fms-library)

**Activities and games to get children active (Best Start – Have a Ball Together!)**

[haveaballtogether.ca/activities/](http://haveaballtogether.ca/activities/)

## RESOURCES TO SHARE WITH PARENTS

### Videos on physical literacy

See list under 'Resources for Early Childhood Educators'

### Information

**What's physical literacy? Here's what you need to know (Active for Life)**

[activeforlife.com/what-is-physical-literacy](https://activeforlife.com/what-is-physical-literacy)

**Resources for parents (Active for Life)**

[activeforlife.com/resource-intro/](https://activeforlife.com/resource-intro/)

**Developing Physical Literacy: A guide for parents of children ages 0 to 12 (Canadian Sport for Life)**

[sportforlife.ca/portfolio-view/developing-physical-literacy-a-guide-for-parents-of-children-ages-0-to-12/](https://sportforlife.ca/portfolio-view/developing-physical-literacy-a-guide-for-parents-of-children-ages-0-to-12/)

**Information for Parents (PHE Canada)**

[passportforlife.ca/what-passport-life/information-parents](https://passportforlife.ca/what-passport-life/information-parents)

**What you can do to support physical literacy development of your children (PHE Canada)**

[phecanada.ca/activate/physical-literacy/information-parents](https://phecanada.ca/activate/physical-literacy/information-parents)

**Our Role Models make time to move with their kids. Here's how. (Active for Life)**

[activeforlife.com/role-models-move-with-their-kids/](https://activeforlife.com/role-models-move-with-their-kids/)

**10 ways raising a physically literate child is like raising a reader (Active for Life)**

[activeforlife.com/raising-physically-literate-child-like-raising-reader/](https://activeforlife.com/raising-physically-literate-child-like-raising-reader/)

**10 easy ways you can add physical literacy to your kids' daily routine (Active for Life)**

[activeforlife.com/physical-literacy-daily-routine/](https://activeforlife.com/physical-literacy-daily-routine/)

**10 ways to encourage your kids to love moving (Active for Life)**

[activeforlife.com/10-ways-encourage-kids-moving/](https://activeforlife.com/10-ways-encourage-kids-moving/)

**Parent myths, and real truths, about physical literacy (Active for Life)**

[activeforlife.com/physical-literacy-myths/](https://activeforlife.com/physical-literacy-myths/)

**Special needs children: 5 ways to help their physical literacy flourish (Active for Life)**

[activeforlife.com/special-needs-physical-literacy/](https://activeforlife.com/special-needs-physical-literacy/)

**Invitation to parents: Share these resources with your child's daycare (Active for Life)**

[activeforlife.com/invitation-to-share-resources/](https://activeforlife.com/invitation-to-share-resources/)

### Assessment of physical literacy

**9 ways to tell if your child is physically literate (Active for Life)**

[activeforlife.com/9-ways-physically-literate/](https://activeforlife.com/9-ways-physically-literate/)

**Fundamental movement skills tools - assess me and show me videos (60 Minute Kids' Club)**

[fms.60minkidsclub.org/?page\\_id=270](https://fms.60minkidsclub.org/?page_id=270)

**Physical literacy checklists for ages 0 to 9 (Active for Life)**

[activeforlife.com/physical-literacy-checklists/](https://activeforlife.com/physical-literacy-checklists/)

### Activities/lesson plans to build physical literacy in children

**Activities for fundamental movement skills development (Active for Life)**

[activeforlife.com/activities/](https://activeforlife.com/activities/)

**Activities and lesson plans for developing physical literacy for children aged 0 to 12 (Active for Life)**

[activeforlife.com/resources-for-developing-physical-literacy/](https://activeforlife.com/resources-for-developing-physical-literacy/)

**Activities and games to get children active (Best Start – Have a Ball Together!)**

[haveaballtogether.ca/activities/](https://haveaballtogether.ca/activities/)

**hop (Healthy Opportunities for Preschoolers) (Decoda Literacy Solutions - LEAP BC Family Resource)**

[decoda.ca/wp-content/uploads/HOP-Family-Resource-lowres.pdf](https://decoda.ca/wp-content/uploads/HOP-Family-Resource-lowres.pdf)

**Fundamental movement skills library (60 minute kids' club)**  
[health-mt.com/fms-library](https://health-mt.com/fms-library)

**Activity log sheet for children aged 0 to 4 (The Canadian Society for Exercise Physiology)**

[csep.ca/CMFiles/Guidelines/CSEP\\_Guidelines\\_Blank-Log\\_0-4\\_en.pdf](https://csep.ca/CMFiles/Guidelines/CSEP_Guidelines_Blank-Log_0-4_en.pdf)

# MONTHLY FUNDAMENTAL MOVEMENT SKILL CALENDAR

## BUILD PHYSICAL LITERACY IN CHILDREN IN CHILD CARE SETTINGS

### Instructions:

- Print the calendar and use it every month
- Fill in the days of the month using the small boxes on the upper left corner of each calendar day
- Plan and conduct activities that incorporate fundamental movement skills with the children. **Activities can be:**
  - » Related to the planned daily theme
  - » Things the children are interested in
  - » Focused on one fundamental movement skill or a number of them; for example, playing animal imitation that involves hopping, crawling, galloping, sliding, walking, balance and coordination, etc.
- Using coloured markers that match the colour of the icon(s) in the following charts, note the fundamental movement skill(s) practised on each calendar day. **At a glance, the colours on the calendar will help you:**

- » Review what fundamental movement skills have been practised
- » Identify fundamental movement activities that could be practised more frequently by noting missing colours or colours occurring very few times
- » Recognize when children have received a comprehensive exposure to fundamental movement skills when a completed calendar includes all colours of the listed fundamental movement skills in similar frequencies

Fundamental movement skill	Icon	Plan your own activities or use the suggested activities below
<b>Sliding/ Skating</b>		<ul style="list-style-type: none"> <li>• Place both feet on paper plates and pretend to skate around the room</li> </ul>
<b>Running</b>		<ul style="list-style-type: none"> <li>• Run on the spot, run and freeze, run sideways, backwards, with arms up or arms to the side</li> </ul>
<b>Dodging</b>	 	<ul style="list-style-type: none"> <li>• Throw multiple coloured balls high in the air and ask the children to dodge the balls</li> </ul>
<b>Climbing</b>		<ul style="list-style-type: none"> <li>• Pretend to climb a tree or rope</li> <li>• Have large blocks or pillows for children to climb on</li> </ul>
<b>Crawling</b>		<ul style="list-style-type: none"> <li>• Pretend to be a spider and crawl forward</li> <li>• Pretend to be a crab and crawl sideways</li> </ul>
<b>Jumping (two legs)</b>		<ul style="list-style-type: none"> <li>• Place colour mats on the floor. Jump from one colour mat to the other and count the number of jumps</li> </ul>

*Don't forget to enjoy and have fun!*

Fundamental movement skill	Icon	Plan your own activities or use the suggested activities below
<b>Leaping/Jumping</b>		<ul style="list-style-type: none"> <li>Leap/jump from one hacky sack or mat on the floor to the other</li> </ul>
<b>Hopping (both legs)</b>		<ul style="list-style-type: none"> <li>Act like a bunny or a kangaroo and hop on the spot or around the room (rhyme/song: Sleeping Bunnies)</li> </ul>
<b>Hopping (one leg)</b>		<ul style="list-style-type: none"> <li>Hop on the spot with one leg; alternate legs</li> <li>Hop side to side, front to back, and with quarter turn</li> <li>Make a hopscotch on the floor using masking tape</li> </ul>
<b>Galloping</b>		<ul style="list-style-type: none"> <li>Pretend to be a pony and gallop in a circle or around the room</li> </ul>
<b>Skipping</b>		<ul style="list-style-type: none"> <li>Have children skip around the room from one side to the other or diagonally from corner to corner (rhyme: Skip to My Lou)</li> <li>Make lines on the floor (using chalk or masking tape) and have children skip from one end of the line to the other, back and forth, alternating legs</li> </ul>
<b>Stretching</b>		<ul style="list-style-type: none"> <li>Raise arms up high and extend as if to touch the sky, then bend body forward and sideways</li> <li>Yoga poses (Tree Pose, Warrior Pose, Cobra Pose)</li> </ul>

Fundamental movement skill	Icon	Plan your own activities or use the suggested activities below
<b>Stopping</b>		<ul style="list-style-type: none"> <li>Play the 'Freeze' dance. Move to the music and freeze when the music stops</li> <li>Place pylons at the corners of the room and have children walk to each pylon, stop and turn to walk to the next. On the playground, children can run, stop and turn</li> </ul>
<b>Balance</b>		<ul style="list-style-type: none"> <li>Use masking tape to create lines (e.g. straight line, zigzag line, curved line, etc.) on the floor and walk on the lines</li> </ul>
<b>Balancing objects</b>		<ul style="list-style-type: none"> <li>Place a hacky sack on any body part and balance it for five seconds, then try walking around while balancing the hacky sack</li> </ul>
<b>Body rolling</b>		<ul style="list-style-type: none"> <li>Ask your children to pretend to be a log – stiff and steady, help them roll like a log</li> </ul>
<b>Twisting</b>		<ul style="list-style-type: none"> <li>Twist dance to the music (rhyme/song: Twist)</li> </ul>
<b>Dancing</b>		<ul style="list-style-type: none"> <li>Hold child's hands and guide him/her to slowly spin around (rhyme/song: London Bridge)</li> <li>Move to music using natural body movements, such as tapping toes, swaying, clapping hands, hopping or bouncing. Freeze when music stops</li> <li>Play the 'Twist' song and dance to the music</li> </ul>

Fundamental movement skill	Icon	Plan your own activities or use the suggested activities below
<b>Dribbling (hand)</b>		<ul style="list-style-type: none"> <li>Dribble a ball, alternating hands, like playing basketball, from one side of the room to the opposite side</li> </ul>
<b>Dribbling (feet)</b>		<ul style="list-style-type: none"> <li>Dribble a ball with feet, like playing soccer, from one side of the room to the opposite side</li> </ul>
<b>Kicking</b>		<ul style="list-style-type: none"> <li>Have adult and child kick a ball to each other, back and forth</li> </ul>
<b>Kicking and aiming</b>		<ul style="list-style-type: none"> <li>Kick a ball at a target, such as an empty plastic bottle or a milk carton; or into a goal with toy pylons as goal posts</li> </ul>
<b>Ball rolling</b>		<ul style="list-style-type: none"> <li>Sit on the floor in a circle. Take turns rolling the ball to each other</li> </ul>
<b>Throwing</b>		<ul style="list-style-type: none"> <li>Throw a scarf, bean bags, plush toys, etc. in the air and talk about how heavy or light the object is. Practise overhand and underhand throwing</li> </ul>
<b>Catching</b>		<ul style="list-style-type: none"> <li>Have ECEs blow bubbles and ask children to catch them</li> <li>Count from one to 10, and at the count of 10, throw the ball to a different child for child to catch using both hands. Practise overhand and underhand catch</li> </ul>

Fundamental movement skill	Icon	Plan your own activities or use the suggested activities below
<b>Throwing and aiming</b>		<ul style="list-style-type: none"> <li>Throw a hacky sack or a ball into a bucket, basket or garbage bin some distance away</li> </ul>
<b>Juggling</b>		<ul style="list-style-type: none"> <li>Throw a ball from one hand to the other and gradually increase the height of the throw</li> </ul>
<b>Striking</b>		<ul style="list-style-type: none"> <li>Attach a beach ball to a string. Hold the string and let the children take turn to pat or strike the beach ball</li> <li>Gently toss a hacky sack in the child's direction for child to strike it down to the ground with his/her hand</li> </ul>
<b>Swimming</b>		<ul style="list-style-type: none"> <li>Practise different swimming strokes: butterfly, breast, side and back strokes</li> </ul>
<b>Rowing</b>		<ul style="list-style-type: none"> <li>Pretend to row a boat together, alternating hands and then using both hands together (rhyme/song: Row, Row, Row Your Boat)</li> </ul>
<b>Cycling</b>		<ul style="list-style-type: none"> <li>Let children go on a tricycle to paddle around in the room or in an enclosed playground</li> </ul>



Visit [fms.60minkidsclub.org/?page\\_id=270](https://fms.60minkidsclub.org/?page_id=270) for “show me” videos of proper body movements for fundamental movement skills.

WEEK #	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	<input type="checkbox"/>						
2	<input type="checkbox"/>						
3	<input type="checkbox"/>						
4	<input type="checkbox"/>						
5	<input type="checkbox"/>						
6	<input type="checkbox"/>						

**Prepared by:** Active Healthy Communities, York Region Public Health

**For resources and more information on physical literacy visit [york.ca/physicalactivity](http://york.ca/physicalactivity)**

Tell us how you and your kids get moving at **#getactiveYR**



## REFERENCES

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## **PUBLIC HEALTH**

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