

# A 'True' Multi-skill Approach

**Position Specific Skills**  
Attacking/ defensive shots/ positions

**Activity/ Sport Specific Skills**  
Forehand/ backhand drive, Forehand/  
backhand volley, Overarm serve

**Fundamental Sports Skills**  
Throwing/rolling/ striking/ kicking/  
catching/ receiving/ running/ jumping

**Fundamental Movement Skills**  
Locomotion/ stability/ object control

Writing for a purpose, e.g.  
narratives, instructional,  
persuasive

Writing paragraphs around a  
theme

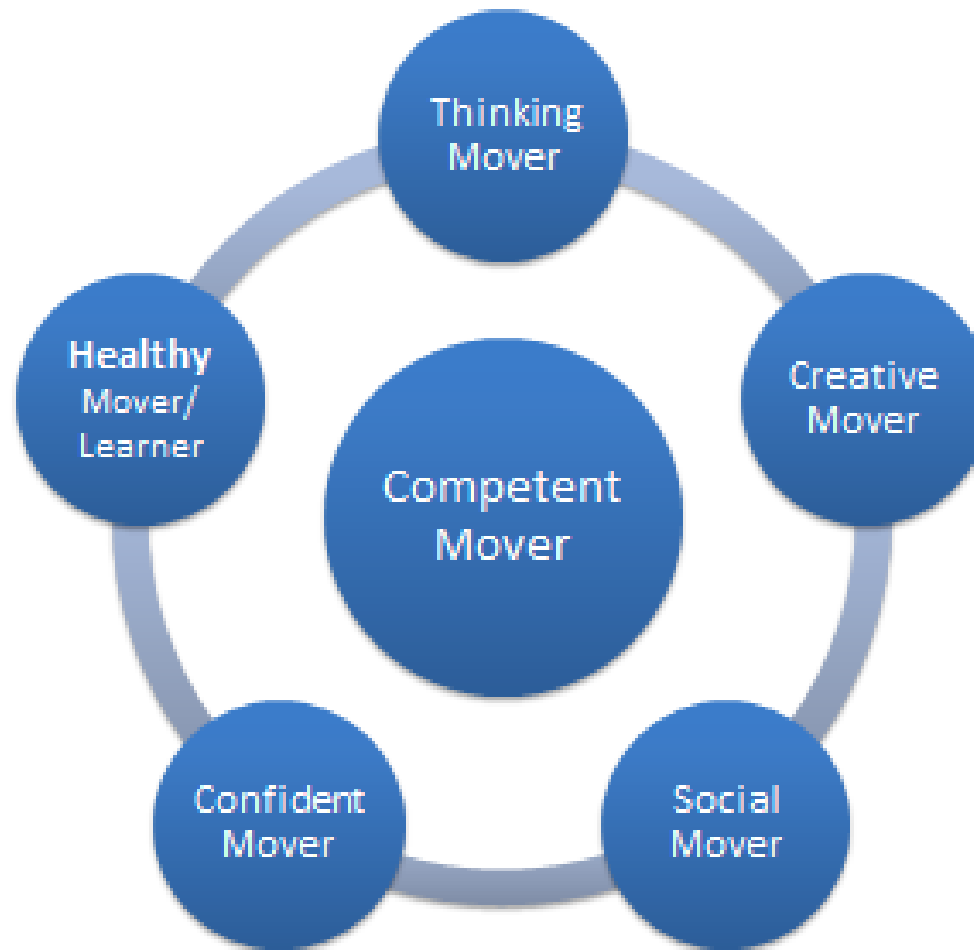
Joining words into sentences,  
begin to add punctuation

Recognising letters and  
sounds, making words



Physical Me  
**Sports Skills Pyramid**

A **competent mover** will be skilful and physically capable of participating in a range of activities over a sustained period of time.



***Thinking movers*** - learn new skills quickly and transfer these across activities, whilst being able to plan and review their performance effectively.

***Social movers*** - communicate effectively and work well with others in a range of roles and responsibilities

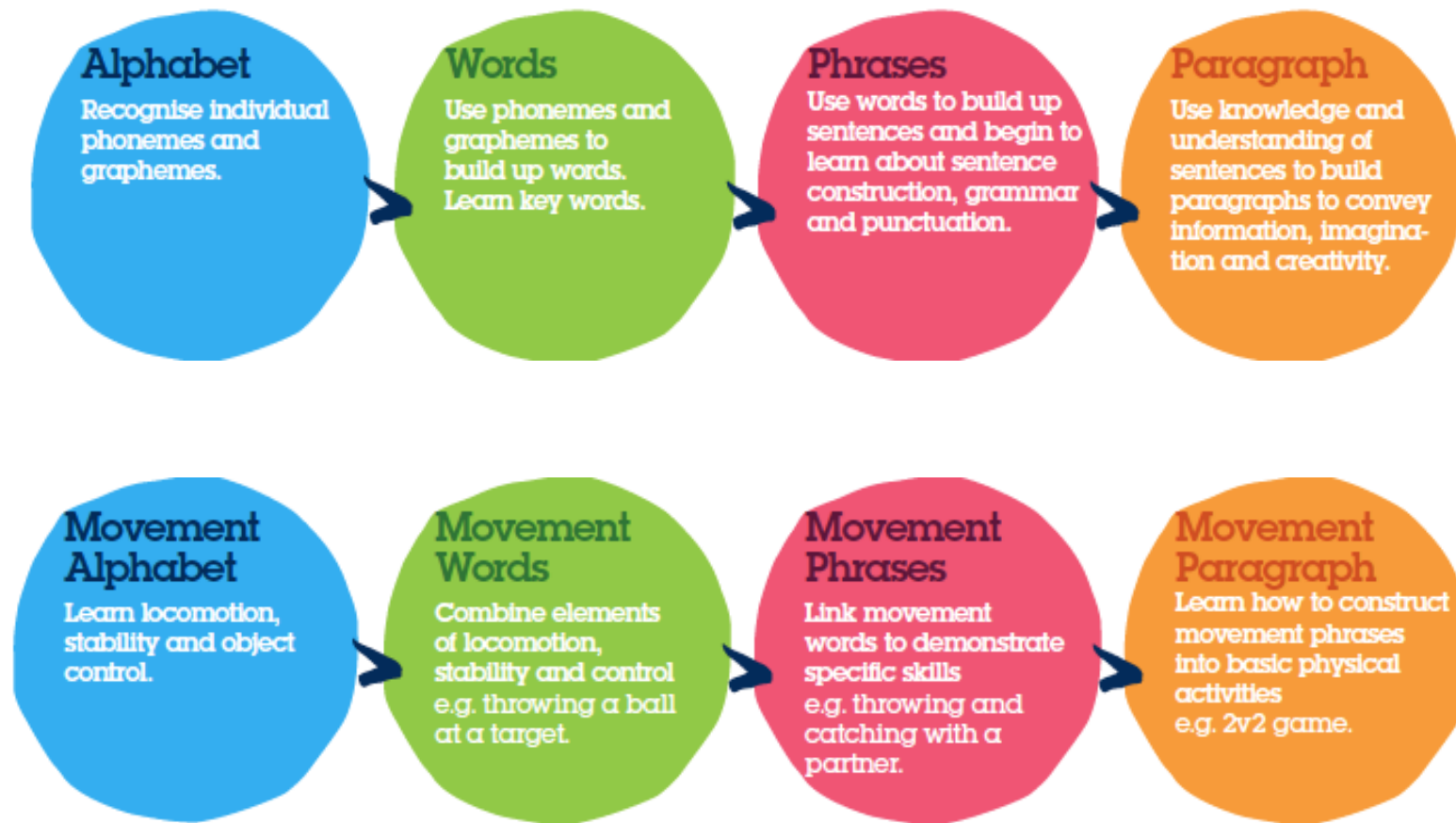
***Creative movers*** - respond to challenges in original ways and are motivated to create productive and fluent outcomes

***Confident movers*** - believe in their own ability and can express themselves with flair and commitment

***Healthy movers*** - understand the role of movement in the development of their own fitness and well-being

# As easy as A B C

Literacy journey



**The building blocks of a basic movement vocabulary**

## Locomotion

crawling  
rolling  
stepping  
walking  
jogging  
running  
jumping  
climbing  
hopping  
galloping  
leaping  
skipping  
rolling  
swimming

## Stability

standing  
lying  
sitting  
stopping  
landing  
static balance  
dynamic balance  
pivoting  
twisting  
lunging  
bending  
stretching  
turning  
inversion

## Object Control

reaching, grasping  
gripping, receiving  
lifting  
carrying  
placing  
passing from hand to  
hand  
sending  
receiving  
rolling  
bouncing  
striking  
stopping  
trapping  
retrieving

## The STEP Framework - Differentiation in Physical Education

A simple format to follow when adapting lessons to cater for varying abilities is the STEP Framework.  
Think about how you can change....

<b>Space</b>	<b>Where?</b>		
	<ul style="list-style-type: none"> <li>• Static in personal space</li> <li>• Moving in general space</li> <li>• Distance between or to something</li> <li>• Size of target, goals and distance to them</li> <li>• Levels</li> <li>• Use of zoned area to create safe areas in catch or tag type games</li> <li>• Adaption of playing area – more space gives more reaction time, less space demands higher mobility skill level, dodging, marking.</li> </ul>		
<b>Task</b>	<b>What?</b>		
	<p>The action itself:</p> <ul style="list-style-type: none"> <li>• Running or jumping, throwing under or over arm, a volley or backhand, combined actions etc.</li> </ul> <p>How it is performed:</p> <ul style="list-style-type: none"> <li>• Fast or slow, timed or at leisure, co-operatively or competitively</li> <li>• Different ways of playing, e.g. seated, standing, lying</li> </ul>		
<b>Equipment</b>	<b>By type:</b>		<b>By varying:</b>
With what?	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Bats</li> <li>• Mats</li> <li>• Hands</li> <li>• Bells</li> <li>• Scarves</li> </ul>	<ul style="list-style-type: none"> <li>• Balloons</li> <li>• Feet</li> <li>• Cones</li> <li>• Markers</li> <li>• Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Size</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture</li> <li>• Weight</li> <li>• Sound made</li> </ul>

<b>How does it change the activity?</b>		
<b>Balls</b> Lighter Larger Softer / slightly deflated Different colours With bell inside	Travel more slowly in the air, more time to make decisions Easier to see, hit or catch Travel slower on the floor Children with visual impairments may prefer one colour Can be heard when moving	
<b>Bats</b> Larger Lighter Glove or attached bat	Easier to hit a ball (large surface area) Easier to manipulate Enable player with poor or absent grip to participate	
<b>People</b>	<b>By type:</b>	<b>People with:</b>
<b>With whom?</b>	Independently In groups In pairs In teams With friends In unequal teams	Different / same roles Different / same ability Different / same size

## References

Safe Practice in Physical Education and Sport (2012 Edition) - Peter Whitlam

Developing Physical Literacy—Bupa Start to Move

Physical Literacy—A Developing Concept—Margaret Whitehead PhD (2005)

Youth Sport Trust Sporting Promise (2015)

Youth Sport Trust Start to Move (2016)