

Teacher's Monthly Guide To Physical Literacy Newsletter

SEPTEMBER 2026



Welcome Back!

As we enter into our 2026-2027 school year, it is a great opportunity to establish positive movement routines that help students feel confident, connected, and ready to learn.

This month's newsletter focuses on **Developing Routines for Physical Literacy**. Simple, consistent opportunities for movement—such as morning activities, movement breaks, active transitions, and outdoor learning—can easily be woven into the school day, making physical activity a natural and meaningful part of students' daily routines.

As you settle into September, think about **how you can build movement into your daily routines** rather than adding one more thing to the schedule. Small, intentional changes can create lasting habits and more opportunities for students to move, play, and learn.

Here's to a year filled with movement, play, and connection!

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Feature Artist

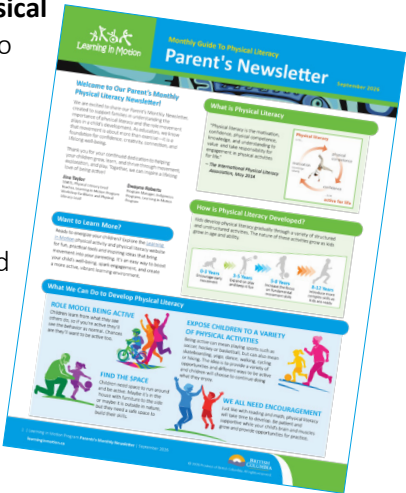
Claire Shannon-Akiwenzie is an Anishinaabe digital artist and beader from the Chippewas of Nawash Unceded First Nation. She is also a teacher in the Vancouver School District and a dedicated leader to I•SPARC's FitNation, Healthy Living, Indigenous Cultural Safety and Learning in Motion Program.

What's New

We are excited to share our **Parent Physical Literacy Monthly Newsletter**, created to support families in understanding the importance of physical literacy and the role movement plays in a child's development.

The newsletter provides simple, fun, and practical ideas that parents can use at home to support the Fundamental Movement Skills (FMS) students are learning and developing at school. By continuing these activities at home, families can reinforce learning, build confidence, and help children make movement a part of everyday life.

Movement is more than exercise. It helps build **confidence, creativity, connection, and lifelong well-being**. Thank you for your continued dedication to helping your children **move, learn, grow, and thrive**.



National Day for Truth and Recoliation

September 30 is a day to honour and remember the children taken from their families, those who never returned home, and the individuals, families and communities still living with the lasting impacts and trauma caused by the residential school system in Canada. Public commemoration of the tragic and painful history and ongoing impacts of residential schools is a vital component of the reconciliation process.



We Value Your Feedback

Integrating Physical Literacy For Life

It is important to us to achieve our goals of supporting teachers within First Nations schools, and B.C. elementary school educators (K-7). Submitting your feedback is vital to the growth of the program, to assist fellow teachers, and to guide the program to success. Let's make it happen together. We look forward to hearing from you. Please send your feedback to droberts@isparc.ca.

Content at a Glance

Welcome to our first month of the school year—September. We are excited to share this month's feature **"Building Routine Foundations"** filled with new ideas, resources, and activities to support your teaching and student engagement to practice their locomotor, non-locomotor and manipulative skills throughout the month.

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PAGE 4 Daily Classroom Activity Calendar

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- Why Participate in the Daily Classroom Activity Calendar?

Learning in Motion Website

Ready to energize your classroom? Explore the [Learning in Motion](https://learninginmotion.ca) physical activity and physical literacy website for fun, practical tools and inspiring ideas that bring movement into your teaching. It's an easy way to boost student well-being, spark engagement, and create a more active, vibrant learning environment.

Gym Routine

Grades K-7

Teach an Entrance Routine

Establish your entrance routine from Day 1 so students know exactly where to go and what to do when they enter the gym.

- Where should students go?
- What should they do while waiting for class to begin?

A consistent routine saves time, reduces confusion, and creates a calm, organized start to every PE class. It also helps students feel confident and ready to move and learn.

Set Clear Expectations

Keep PE rules simple, clear, and easy to remember. Instead of a long list of rules, focus on one key expectation:

RESPECT 4

- Respect yourself
- Respect the teacher
- Respect others
- Respect the equipment

Simple expectations help create a safe, positive, and fun environment where students are ready to move and learn.



Student Numbers & Squad Spots

Optional routine:

Assign each student a number and a designated spot in the gym. This can make attendance, transitions, group activities, and station rotations quicker and more organized.

Teachers can assign numbers alphabetically and use them throughout the year for line-ups, squad spots, equipment jobs, or group activities. This simple system can help students know where to go and what to do with less teacher direction.

Clean-Up Signal

Choose a simple, consistent signal that tells students it's time to stop, clean up, and return equipment.

Try:

- Whistle
- Music off
- "Freeze!"
- Bell or clap pattern
- Clean-up song

A consistent signal saves time, reduces confusion, and builds responsibility.



Use Music to Engage & Cue Students

Make music part of your PE routine! Music can increase energy and engagement while also providing a simple, non-verbal cue for students.

Choose specific songs for different parts of class:

- **Music ON:** Move, play, and participate!
- **Music OFF:** Freeze, listen, and wait for the next direction.
- **Clean-Up Song:** Music starts = equipment goes away!



Using the same music cues consistently helps students transition quickly, stay engaged, and know what to expect—while making PE more fun!

Start simple, stay consistent, and make it your own!

Music—Set the Tone

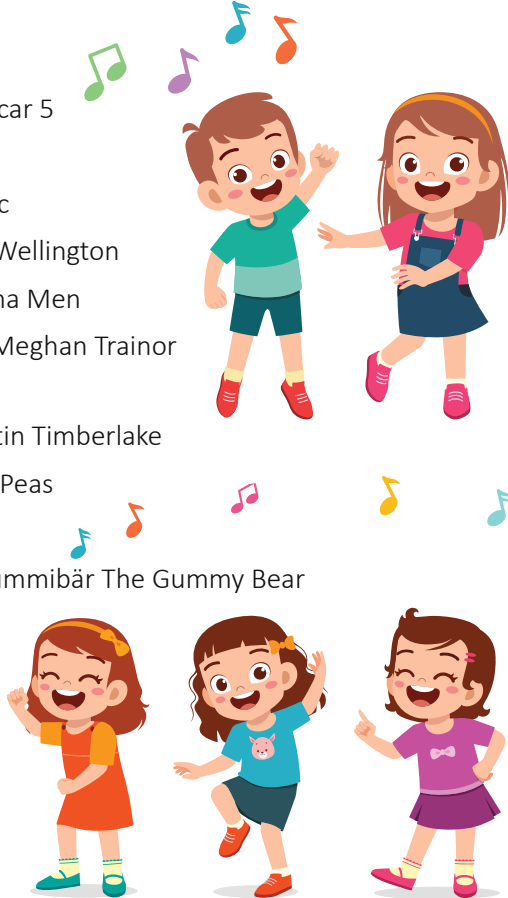
Grades K-7

Set the Tone—Music in the Gym

Music can be a powerful tool for creating a positive and predictable gym environment. A familiar song can signal the start of class, help students transition between activities, and encourage them to move with energy and enthusiasm. **Choosing upbeat, age-appropriate music can also make physical activity feel fun and welcoming**—helping students build positive associations with movement from the very beginning.

Fun Song Ideas

- I Like To Move It—Madagascar 5
- Waka Waka—Shakira
- You're a Superstar—Love Inc
- Iko Iko (My Bestie)—Justin Wellington
- Who Let the Dogs Out—Baha Men
- Better When I'm Dancin'—Meghan Trainor
- Try Everything—Shakira
- Can't Stop the Feeling—Justin Timberlake
- I Gotta Feeling—Black Eyed Peas
- YMCA—Village People
- The Gummy Bear Song—Gummibär The Gummy Bear
- Macarena—Los Del Rio
- Shake It Off—Taylor Swift
- Raining Tacos—Parry Gripp
- Happy—Pharrell Williams



Music—Move To The Beat

Grades K-7

Fundamental Movement Skills (FMS) and Music

Songs can also be a great way to practise fundamental movement skills (FMS). **Choose songs that encourage students to run, jump, hop, skip, gallop, balance, or move to a beat.** Music adds energy and fun while giving students repeated opportunities to develop their movement skills.

Fun Song Ideas

- The Airplane Song—Laurie Berkner Band
- Locomotor Moves—Coach JJ
- Walking Walking—Super Simple Songs
- The Goldfish Song—Laurie Berkner Band
- Animal Freeze Dance—The Kiboomers
- Animal Action—Greg+Steve
- Warmin' Up, Part 1—Greg+Steve
- Party Freeze Dance Song—The Kaboomers
- The Locomotor Movement—Kate Kuper
- Rocket Ship Run—Laurie Berkner Band
- Floor is Lava Song—The Kiboomers



Explore PLAYBuilder Website

Looking for fun ways to get students moving?

Visit [PLAYbuilder](#), our online database of easy-to-use games and activities that bring energy and creativity to the classroom, outdoors, and the gym.

Inclusive Play—S.T.E.P.

Grades K-7

Try the S.T.E.P. Framework –Inclusive Play

How can we make an activity work for everyone? The S.T.E.P. Framework is a simple tool to use to adapt games and activities so every student can participate, experience success, and stay engaged.



When a student is struggling, instead of changing the whole activity, ask yourself: What can I change?

S SPACE

- Think about the space students are using.
- Can I make the space smaller or larger?
- Could students have more personal space?
- Can I create a quieter or less busy area?
- Could I change where students start or move?

T TASK

- Think about what students are being asked to do.
 - Can I make the task easier or more challenging?
 - Can I change the rules?
 - Can students have more time?
 - Can I break the activity into smaller steps?
- Can students choose how they participate?

E EQUIPMENT

- Think about the equipment.
- Could I use a larger, smaller, softer, or lighter ball?
- Can I lower a target or bring it closer?
- Could I use a visual or tactile cue?
- Do students need specialized or adapted equipment?

P PEOPLE

- Think about who students are working with.
- Would a partner, smaller group, or larger group work better?
- Could students choose a partner?
- Can students have different roles?
- Could a peer provide support?
- Can students participate at their own level?

Connecting to the Land

Grades K-7

Tatanka, Tatanka

Equipment/Materials

- No equipment required.

Fundamental Movement Skill (FMS)

- Running and dodging.



Activity Description

The Story Behind the Game

Tatanka, Tatanka is a traditional game, (Tatanka means buffalo), that reflects the buffalo hunt. Young children played this game to practice their agility, quick reflexes, and stamina needed for real communal hunts. Buffalo played an important role in the lives, cultures, and traditions of many Indigenous Peoples across the Plains. Buffalo provided food, clothing, shelter, tools, and materials, while also holding deep cultural and spiritual significance.

How to Play

- Choose one student to be the Tatanka, the leader of the buffalo.
- Everyone else lines up along one side of the playing area.
- The Tatanka calls, “Tatanka, Tatanka!” and the runners move across the space, trying not to be tagged.
- If tagged, players join the herd and work together to tag the remaining runners.
- Continue until everyone has joined the herd, then choose a new Tatanka and play again!

Jump the Stream

Equipment/Materials

- Skipping ropes, ropes, or sticks.

Fundamental Movement Skill (FMS)

- Jumping, reaching, turning, running, and leaping.

Set Up

- Setup in an open area or gym.
- Place two skipping ropes or sticks on the floor to create the banks of a stream. Start with the stream narrow and gradually move the banks farther apart as students become more confident.



How to Play

- Students explore different ways to jump across the stream, focusing on jumping, landing, balance, and body control. Challenge them to see how wide they can make the stream!

Jumping Challenges

- **Jump High:** Can you jump high and land lightly and quietly?
- **Jump Far:** How far can you jump while landing safely?
- **Reach:** Can you jump and reach forward?
- **Turn:** Can you jump and make a ¼ turn, ½ turn or full turn?
- **Forward & Back:** Can you jump forward across the stream and then jump backward?
- **Run & Leap:** Can you run toward the stream and leap over the stream?

Moving in the Classroom

Grades K-7

Move & Learn—ABC Tossing Circle

Fundamental Movement Skill (FMS)

- Catching and throwing.

Equipment/Material

- Soft foam balls.

Activity Description

Objective

- Turn learning time into moving time with this simple tossing game!
- Have students stand in a circle and gently toss a soft ball to one another while saying the ABC’s—one letter with each toss.
- If the ball is dropped, start again and see if the class can beat their previous score!

Mix It Up

- **Spell It:** Choose a word and say one letter with each toss.
- **Count It:** Count forwards, backwards, or skip-count as you toss.
- **Challenge It:** Spell vocabulary words, names, or curriculum-related terms.

Mix It Up (con't)

- **Add Movement:** Try tossing while standing on one foot, in a squat, or after completing a movement.
- **Beat Your Record:** Keep track of how many successful tosses the class can complete without dropping the ball.
- **Why it Works:** Students are practicing throwing, catching, tracking, coordination, and communication while reinforcing classroom learning.

It’s a simple way to bring physical activity and learning together!



September 2026

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat					
		1	2	3	4	5					
SUMMER HOLIDAYS											
6	LABOUR DAY No School	7	FIRST DAY OF SCHOOL	8	YouTube Clap Snap	9	Exercise Animal Walks	10	YouTube Minions World Cup	11	12
13	Exercise Can You Beat the Clock	14	YouTube Interactive Warm Up	15	Exercise Hop Challenge	16	YouTube Brain Activation Exercises	17	Exercise Quick Feet	18	19
20	NON INSTRUCTURAL No School	21	YouTube World Cup Run	22	Exercise Class Fitness Challenge	23	YouTube Jurassic Interactive WarmUp	24	Exercise Bear Crawl	25	26
27	YouTube Would You Rather– Needoh Edition	28	Exercise Mirror Me	29	NATIONAL DAY FOR TRUTH AND RECONCILIATION (Orange Shirt Day) No School	30					

Why Participate in the Daily Classroom Activity Calendar?

Grades K-7

Regular movement helps students build confidence, develop fundamental movement skills, and discover activities they enjoy. The Monthly Fitness Calendar makes it easy to add short, fun bursts of movement into the school day while helping students see physical activity as something enjoyable and rewarding. Over time, these positive experiences help build the skills, confidence, and love of movement that can lead to a lifetime of physical activity.

Monthly Move & Win Challenge!

Get ready to move, play, and WIN!

This year each month, **your class is invited to take part in the Physical Literacy Calendar Challenge.** Complete the daily movement activity together each school day, and you will be entered into a draw to win PE equipment for your classroom or school!

How to enter

- Complete the daily calendar activity as a class.
- Check off each day you participate.
- **At the end of the month**, provide a proof of completion by:
 - » Adding a check beside each date your class completed
 - » Taking a photo of the completed calendar with your class identified
 - » Emailing the photo to droberts@isparc.ca to let us know your class completed the calendar.

Once submitted, your class will be entered into the prize draw to be announced at the end of each month!

The best part? Each activity takes just a few minutes and helps build movement skills, confidence, focus, and classroom community.
Move every day. Learn through play. Win together!

