Teacher's Monthly Guide To Physical Literacy

Newsletter

NOVEMBER 2026

Learning in Motion

Welcome to November

Move, Practise & Play: Fundamental Movement Skills

This month, we are focusing on **Fundamental Movement Skills (FMS)**—the building blocks of physical literacy! Through fun games and activities, students can practise skills like running, jumping, balancing, throwing, catching and kicking.

With the crisp November air, it's a **great time to bundle up and take learning outside!** Schoolyards, fields and nature trails offer wonderful opportunities to practise movement skills through active games and outdoor exploration. You can also bring movement into PE lessons and classroom breaks when the weather keeps you indoors.

Remember, confidence grows with practice, and every opportunity to move is a chance to learn. Let's keep students moving, practising and playing!

Jina Taylor
School District #71, Physical Literacy Lead Teacher, Learning in Motion Program Workshop Facilitator and Physical Literacy Lead

Dwayne Roberts
Program Manager, Indigenous Programs, Learning in Motion Program



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

Discover Fundamental Movement Skills on PLAYBuilder

Looking for more ways to keep students moving, learning, and having fun? **PLAYbuilder has some amazing Fundamental Movement Skills ideas.** From running, jumping, and balancing to throwing, catching, and kicking, PLAYBuilder offers a wide variety of engaging activities and games to help students develop essential movement skills, build confidence, and strengthen their physical literacy.

Whether you're looking for a quick classroom movement break, an exciting gym activity, or ideas to support your Physical Education lessons, **PLAYBuilder has something for every grade and skill level.**

Explore PLAYBuilder and find inspiration to get your students moving. Use the link to access: LIM (Learning in Motion Program) | PLAYBuilder.

PLAYBuilder

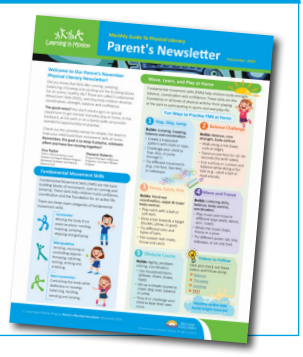
Parent's Newsletter

Check out our Parent's Learning in Motion (LIM) November newsletter.

Share this newsletter with your student's families for fun, simple, nature-based activities to encourage them to get outside, explore, play and learn together.

Check the link below to download your copy.

LIM Parent's Newsletter-November 2026



Content at a Glance

We are excited to share this month's feature **"Fundamental Movement Skills"** 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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Learning in Motion Website

Ready to energize your classroom? Explore the Learning in Motion 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.

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.

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Fundamental Movement Skills (FMS)

Learning in Motion

Move, Practise, Play!

Fundamental movement skills are the building blocks of physical literacy. When children develop confidence and competence in fundamental movement skills, they gain more opportunities to participate in games, sports, outdoor adventures, and everyday physical activities.

FMS Spotlight–Know the Skills

There are three main categories of fundamental movement skills:

Locomotor

Moving the body from place to place–running, hopping, jumping, skipping and galloping.



Manipulative

Sending, receiving or controlling objects–throwing, catching, kicking, striking and dribbling.



Non-Locomotor

Controlling the body while stationary or moving–balancing, twisting, bending and landing.



Follow the link for access to all the FMS Cards: Tap Here

Non-Locomotor–Stuck in the Mud

Grades K-5

Equipment/Materials

- No equipment required.

Fundamental Movement Skill (FMS)

- Balance

Activity Description



- Choose one or two students to be taggers. The remaining students move safely around the playing area, trying to avoid being tagged.
- When tagged, students freeze in a designated position.
- To free a tagged player, another student must complete the matching movement before they can rejoin the game.
- **Try different versions of the game:**
  - » Front Support: The tagged player holds a front support position. To free them, a classmate moves under their body.
  - » Tunnel: The tagged player stands with their legs spread apart. To free them, a classmate crawls or moves through the tunnel between their legs.
  - » V-Sit: The tagged player sits with their legs extended in a V-shape. To free them a classmate jumps over their legs or mirrors the V-shape beside them.
  - » Tuck: The tagged player holds a tuck position. To free them, a classmate sidesteps around them in a full circle.
  - » Leapfrog: The tagged player bends forward into a leapfrog position. To free them, a classmate carefully leaps over them.
  - » Mirror Me: The tagged player creates a balance or body shape of their choice. To free them, a classmate mirrors the same shape.

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.

Manipulative–Overhand Throw–Battleship

Grades K-7

Equipment/Materials



- 6 gym mats, bowling pins, soft balls, and scooter boards.

Fundamental Movement Skill (FMS)

- Throw overhand.

Activity Description

- Place six mats around the gym, close enough for students to throw balls at other teams pins. Place four bowling pins on the gym floor at the corners of each mat.
- Divide students into teams of four, with each team starting on a mat. These are their ships.
- The object of the game is to knock down the other teams' bowling pins while protecting your own. Players must stay on their mat when throwing.
- If a pin is knocked down, the team must complete a specified activity, such as jumping jacks, sit-ups, or a lap of the gym, before putting the pin back up.
- One player from each team rides a scooter board as the ball collector, gathering balls from around the gym and bringing them back to their team. Rotate this role so everyone gets a turn.
- Continue playing until time is up or a team reaches a predetermined goal.

Manipulative–Underhand Toss–3-2-1 Up!

Grades K-7

Underhand Toss–3-2-1 Up!

Equipment



- Several soft throwing objects per group (e.g., beanbags or soft balls).

Fundamental Movement Skill (FMS)

- Toss underhand, catching.

Activity Description

- Divide students into small groups and give each group one soft throwing object.
- Players take turns throwing while the group counts together: "3, 2, 1, UP!"
- On "UP!", the player tosses the object at least 10 feet into the air.
- Another group member tries to catch the object before it hits the ground.
- If the catch is successful, add a second object! The group now tosses two objects int the air, working together to catch them both.
- Continue adding one object for every successful round. How many objects can the group keep in the air and catch?

If an Object Drops: Remove one object and try again, or return to one object to rebuild confidence and success.

Locomotor–Who Let the Dogs Out? Tag

Grades K-5

Equipment/Materials



- 5 gym mats, music and a music player.

Fundamental Movement Skill (FMS)

- Choose a different FMS for each round. Students must use that movement to travel around the gym. Try running, skipping, galloping, hopping, jumping, or side-shuffling.

Activity Description

- Place five mats around the gym. Evenly divide students among the mats; these are their kennels.
- Choose one group to be the dog catchers. The remaining students are the dogs.
- Play "Who Let the Dogs Out?" by Baha Men. When the music starts, the dogs leave their kennels and move around the gym while the dog catchers try to tag them.
- If a dog is tagged, they return to their kennel and wait until the next round.
- When the music stops, pause the game and choose new dog catchers for the next round.

Challenge: Can the dogs avoid being tagged by changing directions, levels, and pathways as they move around the gym?

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Movement Without Limits—Get Active Anywhere

Learning in Motion

Inclusive Play—S.T.E.P.

Grades K-7

S.T.E.P. Framework for Fundamental Movement Skills

When teaching Fundamental Movement Skills, focusing on skill development. The S.T.E.P. framework (Space, Task, Equipment, People) from PHE Canada allows you to adapt activities so every learner can build skills at their own level.

S — SPACE

Change where or how much space students use.

- Increase or decrease the distance to travel.
- Widen or narrow the pathway.
- Add floor markers to show where to start and finish.
- Create separate practice areas to reduce crowding.
- Use different surfaces, such as grass, gym flooring or a smooth path.
- Practice in a stationary space before travelling.

T — TASK

Change what students do or how challenging the movement is.

- Practise a two-foot jump before jumping over an obstacle.
- Start with a stationary throw before throwing at a moving target.
- Let students choose between hopping, running, or another movement.
- Use visual demonstrations, verbal cues or movement cards.
- Allow students to choose their level of challenge.

E — EQUIPMENT

Change the equipment to support skill development.

- Use larger balls for easier catching.
- Choose softer, lighter balls for throwing.
- Use balloons or scarves to practise tracking and catching.
- Lower or enlarge targets for throwing, kicking or striking.
- Use floor spots, hoops or lines as visual guides.
- Adjust the height of a target or net.
- Use different ball textures, colours or sounds.

P — PEOPLE

Change how students work together and participate.

- Practise individually before working with a partner.
- Pair students for supportive practice and feedback.
- Use smaller groups to increase movement opportunities.
- Practise catching with a supportive partner.
- Give students different roles or ways to participate in a team game.

Connecting to the Land

Grades K-7

Find A Rock–Move, Sort and Discover!

Equipment

- Outdoor space with rocks, a cloth or tray to display rocks.



Activity Description

- **Find Your Rock**
  Take students outdoors to find a rock. Encourage them to notice its size, shape, colour, texture, and patterns. Ask them to remember what makes their rock unique.
- **Rock Explorer Movement Challenge**
  Students carefully carry their rocks through a marked area, using different movements such as walking, hopping, side-stepping, and balancing. When the teacher calls "Freeze like a rock!", students stop and hold a balanced pose.
- **Return Your Rock – Can You Find It?**
  Students return their rocks to the teacher, who mixes them together and spreads them out. Students to identify their own rock by remembering its unique features.
- **Rock Sorting and Grouping**
  Work together to sort the rocks into groups by colour, shape, size, or texture. Can students find rocks that are smooth, rough, round, or angular? How many rocks are in each group?
- **Biggest to Smallest**
  Challenge students to arrange the rocks from biggest to smallest.
- **Make Shapes with Rocks**
  Working together, students use rocks to create a circle, triangle, square or an art creation of their own.

Don't Forget–Enter to Win!

Take part in the Physical Literacy Calendar Challenge.



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!

Congratulations to September Winner: Cheryl Abraham's Grade 3/4/5 Class, Morris Williams Elementary School, Lake Babine.

Moving in the Classroom

Grades K-7

Move to the Beat–Create Your Own Rhythm!

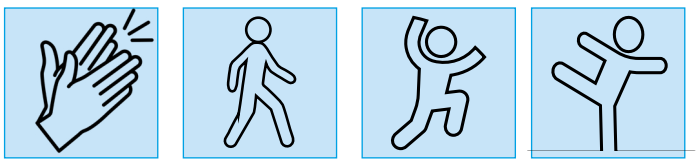
Equipment

Open space beside desks; music is optional.

Activity Description

- **Build Your Movement Bank**–Brainstorm movements as a class and practise a few together. Students can choose from:
  - » Clap hands » March on the spot » Tap knees » Reach up high
  - » Side-step » Twist gently » Stomp feet »Balance in a pose.
- **Create a Rhythm**–As a class, choose three or four movements and put them in an order. For example:

CLAP | MARCH | REACH | BALANCE



Repeat the sequence to create a movement pattern.

- **Move to the Beat–**Perform each movement for four counts, keeping a steady rhythm. The teacher can clap a beat, play music, or count aloud. Repeat the sequence several times, gradually increasing the challenge by changing the speed or adding a new movement.



- **Student Choreographers**–Invite students to take turns choosing a movement to add to the class sequence. Can the class remember the full routine and perform it together? Try a slow version, a fast version, or a quiet version.
- **Create Your Own**– Students work individually or with a partner to create a four-movement sequence. Invite volunteers to lead their sequence while classmates follow along.

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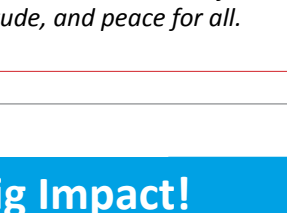
Daily Classroom Activity Calendar

Learning in Motion

November 2026

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
1	**YouTube** 2 Finger Tracing to the Beat	**Exercise** 3 **Garbage Can Toss** Complete a movement to earn a toss: • 5 jumping jacks → 1 toss • 5 squats → 1 toss • 5 high knees → 1 toss • 10 toe taps → 1 toss	**YouTube** 4 Tom and Jerry Run	**Exercise** 5 **Count-Up Challenge** • 5 Count-Up Challenge • 5 squats • 10 jumping jacks • 15 high knees • 20-second plank Then work back down	**Exercise** 6 **Perform each in your chair for 45 seconds:** • Chair march–lift knees high • Air punches–fast punches forward, up, and across. • Seated jumping jacks Legs out/in • Bicycle legs–pedal feet in the air	7
8	**YouTube** 9 The Puzzle Freeze Dance	**Exercise** 10 **Partner Fitness** • Mirror movements–20x • Partner squats–20x • High-five jumps–20 x • Cooperative Plank Challenge–who can last the longest	**REMEMBRANCE DAY** 11 **No School**  	**Exercise** 12 **Cardio Pyramid** • 10 jumping jacks • 20 high knees • 30-second run Then work back down	**YouTube** 13 Spin the Wheel Workout	14
15	**Exercise** 16 **Heart Rate Stations** Try 1 minute at each station: • Dance • Jump • Balance • Stretch Students rank activities from highest to lowest heart rate	**YouTube** 17 Line Jump Workout	**Exercise** 18 **Cardio Countdown** Complete: • 50 marches • 40 toe taps • 30 high knees • 20 jumping jacks • 10 squats	**YouTube** 19 The Lego Run	**Exercise** 20 **Dance Party Friday** • Follow-the-leader dance • Freeze dance • Student choice moves	21
22	**YouTube** 23 Minecraft World Cup	**Exercise** 24 **Heart Pumping Cardio** • 1 minute marching • 1 minute jumping jacks • 1 minute high knees Repeat twice Stretch	**Exercise** 25 **Roll & Move** Roll a die: • Roll a 1–10 jumps • Roll a 2–10 squats • Roll a 3–20 marches • Roll a 4–10 lunges • Roll a 5–30-second plank • Roll a 6–Student choice	**YouTube** 26 Flying Workout	**Exercise** 27 **Skip for your Heart** Pretend jump rope: • 1 minute skip • 30 second rest Repeat 5 times	28
29	**YouTube** 30 Standing AB Workout	 *Remembrance Day honours the courage and sacrifice of those who served. A time for reflection, gratitude, and peace for all.*				

Keep Kids Moving–Small Changes, Big Impact!

Grades K-7

Children don't need to be in the gym to develop physical literacy. Small opportunities to move throughout the school day help students practice fundamental movement skills, build confidence, and discover that movement can be a part of everyday learning.

5 Ways to Add More Movement to your Classroom



1 Start the Day By Moving

Welcome students with a simple movement challenge such as balancing on one foot, completing 10 marches, or following a short movement pattern.



2 Make Transitions Active

Instead of walking directly to the carpet or lining up, invite students to tiptoe, march, side-step, or move like an animal to their next activity.

3 Move While Learning

Practise spelling by clapping out syllables, learn times tables with movement patterns or use body shapes to explore geometry.



4 Take a Movement Break

Pause for 3–5 minutes between lessons. Let students choose from a movement menu: stretch, march, balance, dance or create a rhythm.

5 Take Learning Outdoors

Use the schoolyard to practise counting through movement, search for natural patterns, observe seasonal changes, or complete a walking observation challenge.

Teacher Tip

Look for opportunities to break up long periods of sitting. Even short, frequent movement opportunities can help make an active school day. Adapt activities to your classroom space and offer different ways for every student to participate.



Try it This Month–Movement Menu

Invite students to choose three movements and perform each for 20 seconds. Combine the movements into a short routine and repeat it to a steady beat.

★ March on the spot ★ Stretch high and low ★ Side-step in both directions
★ Balance like a tree ★ Clap and tap a rhythm ★ Create your own movement.

Build movement skills → Boost focus and concentration → Increase confidence → Encourage social connection → Support well-being

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