

What is physical literacy?

Positive experiences of physical movement can support children to build on their intrinsic motivation to be physically active.

Promoting movement to improve children's physical literacy

Physical literacy is the motivation, confidence, physical competence, knowledge and understanding that provides children with the foundation for lifelong participation in physical activity. Supporting children to be physically literate enhances their physical, cognitive, social and emotional development and creates healthy, active movers. Children have a natural desire to be physical, however some children will have additional physical needs when accessing activity and play opportunities. To be physically literate, children need to develop a wide range of fundamental movement skills. These skills are the basis for moving with competence and confidence in every kind of activity. As children engage and progress in physical activity they build competencies from single actions to co-ordinated movements. Building an awareness and understanding of physical development will ensure we can support children to master movements before challenging them with increasing complexity.

Physical Development is highlighted as one of the Developmental pathways to enhance children's development and appears in the four purposes for all children to become healthy, confident individuals. This can be seen in the enabling pathways.

It is important for us to model positive attitudes towards physical movement, and support children's physical literacy through providing time, space and opportunity for children to:

- be physically active outdoors and indoors
- build confidence in their own physicality
- explore, practice, and consolidate a wide range of physical movements
- have their need to be physical acknowledged and provided for
- experience a range of play types e.g. rough and tumble, exploratory, locomotor and risky play 51
- actively participate in music, songs, nursery rhymes and stories
- physically explore the world around them from different levels
- engage with a rich environment that promotes active play
- experience a range of positions, movements and contexts which motivate a child to move.

Enabling Pathways

The aim of this guidance document is to support schools as well as those non-maintained settings that choose to design their own curriculum for children at the beginning of the learning continuum.

The guidance document focuses on the role of the following three key elements that are fundamental to children's development at the beginning of the learning continuum:

- enabling adult
- enabling experience
- enabling environment

