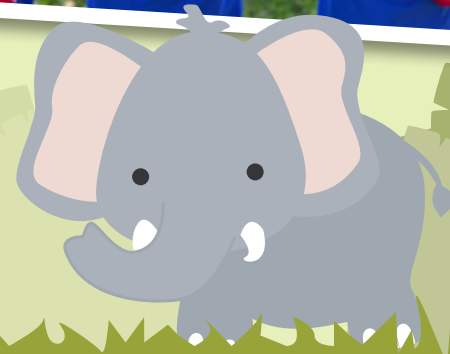




Animal Fun: Scope and Sequence



Joshua Short and Sue McLaren

Introduction:



Animal Fun was originally designed to be implemented by the classroom teacher from Pre-kindergarten to Year 1. The program is purposefully extremely flexible, as we are aware of the differing ability levels and interests of children and of the heavy time constraints to fit another program into an already very full curriculum. We especially wanted the program to be suitable for ALL children – as even those with well-developed motor and social skills will benefit from daily practice.

Over the years we have seen the program go from strength to strength and it is now being used in thousands of locations throughout Australia and internationally, by not only early childhood educators but also by allied health professionals and parents who are looking to give their child the best foundations for life and learning.

Whilst flexibility suits some, others feel more confident in implementing a program with some clear direction. As you peruse this document, I hope you will discover many ideas for not only implementing movement skills within the Health and Physical Education Curriculum – but will also see how you can easily incorporate a few minutes of movement by embedding some of the activities within different curriculum areas such as English and Mathematics.

My sincere thanks go to Josh for drawing on his Exercise and Sport Science and teaching expertise in selecting a range of Animal Fun activities in a developmental sequence of skills and for linking each of the activities to the various curriculums. I hope that some of the Activity Suggestions will spark your own creativity so that together we can make movement fun for everyone.

Sue McLaren
B.Soc.Sci (Children and Family Studies)
Director, Animal Fun



Gabrielle Doyle's roles in Education have been many and varied. Her classroom teaching in both regional and metropolitan schools over 27 years was foundational to her understanding of the impact of high-quality teachers on student outcomes.

Gabrielle has worked as Classroom Teacher, Assistant Principal, Consultant, Principal and Director of Teaching and Learning for Catholic Education WA. This has provided both a small and large system perspective on the importance of fundamental movement for all students.

All children are now impacted by external play restrictions because of societal concerns, smaller backyards, less 'roaming' opportunities and significant exposure to screen time.

Gabrielle, as Principal of Our Lady of Grace, developed the unique role of a Physical Movement Specialist as a way of ensuring the fundamental movement needs of children and the capacity of teachers was developed through play.

The Kindy screening process provides early intervention information to be included in addition to implementing the Animal Fun program for all Early Years Classes.

The role of parents as first educators of their children is vital to this success, parents must be included in any learning about the best ways to play and move so there is a seamless integration between home & school.

The Animal Fun program was a contemporary and important part of this innovation for Our Lady of Grace students.

Joshua Short was an outstanding candidate for this position and has impacted our knowledge and passion for fundamental movement skills in the Early Years.

Gabrielle Doyle
Principal, Our Lady of Grace Primary School
Dip Tch, B Ed, M Ed, M Ed (System Leadership),
Grad Cert (Instructional Leadership)



Animal Fun was recommended to me from a colleague. After researching the program, I was amazed at how well the activities addressed crucial movement skills, as well as being engaging and fun for students. With an Exercise and Sport Science background, I was aware of how important it was to develop these skills in the early years. I went on to complete Post Graduate studies in Education and have taught in early childhood for the last four years. I became concerned at how underdeveloped students were with their movement skills and began to implement Animal Fun with the children in my classes. With a focus on academics from an early age, movement is regularly overlooked, in schools and at home, particularly in the yearly years.

As educational professionals we are expected to have expertise in many different areas to develop the whole child, however, just like students we all have our different strengths. When first speaking to Sue, we discussed how sometimes teachers, early childhood educators and allied health professionals alike may not have the necessary experience or knowledge of motor skill development and how crucial this is to other areas of development such as academic achievement and mental health and wellbeing.

A big part of planning within the classroom is showing how you are addressing the curriculum. With this in mind, we have created a full year scope and sequence document with the aim of providing a starting point and direction on how to implement the Animal Fun program, with links to the Western Australian Curriculum, Australian Curriculum and Early Years Learning Framework.

The activities have been selected in a developmental sequence to ensure that children build on foundation skills such as balance before attempting more complex movement skills such as object control. This will help to build children's confidence as well as competence.

Although this is a thorough document, it is designed to give the user areas of freedom. We wanted to make sure that this didn't burden professionals by planning every session, creating stress when sessions are missed, but rather to provide you with a guide that allows for flexible time frames. We have done this by having activities in 2-week blocks, allowing time to explicitly teach and practice activities in the first week and perhaps allowing for more creativity in the second week. Along with this, each term is only planned for eight weeks, giving freedom to extend activities or catch up when other commitments interrupt sessions. Furthermore, we are hoping suggested activities will help to get you started by sparking creativity to vary, change and create your own ways of implementing each activity.

Joshua Short
B. Sci (Exercise & Sport Science),
Post Grad Dip. Education (Primary)

We wish to acknowledge the Traditional Custodians of the land we are working on, the Whadjuk people. We would like to pay respect to all First Nation elders, past, present and emerging, who have walked and cared for the land and we acknowledge and respect their continuing culture and the contributions made to the life of this region.

Term 1	Module 1: Trunk & Lower Limb	Module 5: Trunk and Upper Limb	Module 6: Fine Motor Planning	Module 2: Locomotion	Module 9: Social Emotional
Weeks 1-2	Gum Tree pg. 9 Card # 1	Albatross pg. 73 Card # 57	Friendly Rabbits pg. 88 Bunny Tails pg. 87 Card # 69 & # 70	Penguin Happy Feet Walk pg. 32 Card # 22	Slow Breathing pg. 112 Card # 88
Suggested Activities	If there are any trees in your play area you can observe and describe their features before performing this activity. Watch the movement of the leaves and feel how strong and stable the trunk is (this can also be done with Pencil Pine and Forest).	Students can perform this while sitting on the mat, or when sitting down before eating their morning tea or lunch.	Introduce these activities with the book 'Peter Rabbit' these can then be used to retell the story. Sing: Little Peter Rabbit had a Fly Upon His Nose – with actions.	Students can use this movement when transitioning around the classroom or going to the bathroom for routines such as handwashing or toileting.	Perform this after each outside Animal Fun session before coming back into the classroom.
EYLF	2.4 Children become socially responsible and show respect for the environment.	1.4 Children learn to interact in relation to others with care, empathy and respect.	5.2 Children engage with a range of texts and gain meaning from these texts.	3.2 Children take increasing responsibility for their own health and physical wellbeing.	3.1 Children become strong in their social and emotional wellbeing.
SCSA (Pre-Primary)	Health and Physical Education: Body management skills: static balance (one foot) and line walk. (ACPMP008) Science (Physical): The way objects move depends on a variety of factors including their size and shape. (ACSSU005)	Health and Physical Education: Cooperation with others when participating in physical activities, including partners, small groups and whole class. (ACPMP012)	English: Identify some features of texts including events and characters and retell events from a text. (ACELT1578)	Health and Physical Education: Rules when participating in physical activities: Use of boundaries safe use of appropriate equipment. Responding to a whistle and commands/instructions. (ACPMP014)	Health and Physical Education: Personal and social skills to interact with others: expressing needs, wants and feelings, active listening and self-discipline. (ACPPS004)
ACARA (Foundation)	Health and Physical Education: Identify and describe how their body moves in relation to effort, space, time, objects and people. (ACPMP011) Science (Physical): The way objects move depends on a variety of factors, including their size and shape. (ACSSU005)	Health and Physical Education: Cooperate with others when participating in physical activities. (ACPMP012)	English: Identify some features of texts including events and characters and retell events from a text. (ACELT1578)	Health and Physical Education: Practise fundamental movement skills and movement sequences using different body parts. (ACPMP008)	Health and Physical Education: Identify actions that promote health, safety and wellbeing. (ACPPS006)

