

# Developing Fundamental Movement Skills



## Teachers' Guide

FOUNDATION STAGE • PHYSICAL DEVELOPMENT

## FOREWORD

The purpose of this resource is to provide teachers and assistants with support in planning, teaching and assessing Physical Development in the Foundation Stage. It incorporates the development of children's Fundamental Movement Skills (FMS). The resource emphasises the importance of connecting children's learning and provides examples of how to connect learning across a range of contexts.

A sample of six Fundamental Movement Skills has been selected. Teachers may wish to develop their own planning using other FMS relevant to the needs and interests of their class.

Partnership with the home and local community should be encouraged. By talking to parents about the skills to be developed and by sending home some practical activities, parents can help support a child's learning.

The FMS Resource and professional learning programme was produced by Steps Professional Development for the Department of Education and Training, Western Australia.

The programme has been very successfully piloted and evaluated by CCEA, in conjunction with the five Education and Library Boards in Northern Ireland. Five primary schools piloted the programme and a large number of primary school teachers (approximately 400 to date) have completed the teacher professional development course.

This resource supports and complements the FMS professional development training programme. The FMS programme and principles underpin many aspects of Physical Development/Physical Education within the Northern Ireland Curriculum.

Alison Thompson  
Principal Officer  
CCEA

## CONTENTS

	<b>page</b>
Physical Development within the Northern Ireland Curriculum	1
Rationale and Principles	2
Why teach FMS?	3
How should FMS be delivered?	4
Outline of Unit Format	5
Progression within FMS	6
Making Physical Education Inclusive	8
Safety Implications	9
The STEP framework	10
Suggested Resources	12
Acknowledgements	14

## PHYSICAL DEVELOPMENT WITHIN THE NORTHERN IRELAND CURRICULUM

Physical Development/Physical Education is one of the six Learning Areas within the Northern Ireland Curriculum.

Children enter primary school having had a range of movement experiences in the home, pre-school setting and the local community. They will have experienced control, coordination and manipulation of their body, using a range of equipment and will have some awareness of space.

Physical Development is about experiencing and developing a range of fundamental movement skills that will improve co-ordination, locomotion, control, balance, and manipulation.

In addition, physical development helps children gain confidence and self-esteem. Through taking part in physical activities, children should begin to develop an understanding of safe practices, the relationship between physical activity and good health in everyday life and the importance of changing for physical activities.

They should develop social skills such as turn-taking, sharing, co-operating and negotiating, and values such as trust, fairness and respect for others.

Children should have opportunities to take part in daily physical activities, either indoors or outdoors. These activities should comprise physical play and regular and frequent planned sessions of physical education.

Play situations provide ideal opportunities for children to create their own movement sequences and simple games. During these activities, children make decisions, refine performance and improve their movement skills.

The development of the fundamental movement skills needs to be nurtured, not only because they are important for the child's long-term health and well-being, but also because they support the child's physical development.

Teachers should observe and assess children's development and use the information gathered to plan future learning experiences that promote the development and consolidation of the fundamental movement skills.

The statutory requirements for Physical Development in the Foundation Stage and Physical Education at Key Stage 1 and 2 can be located on the CCEA website: [www.ccea.org.uk](http://www.ccea.org.uk)

## RATIONALE AND PRINCIPLES

### What are Fundamental Movement Skills?

"FMS are movement patterns that involve different body parts such as the legs, arms, trunk and head, and include such skills as running, hopping, catching, throwing, striking and balancing. They are the foundation movements necessary for 3–8-year-old children as a precursor to the more specialised, complex skills used in play, games, sports, dance, gymnastics, outdoor education and physical recreation activities."

*Ref: FMS Teacher Resource, Education Dept., Western Australia 2004.*

**Early childhood is the optimal time to teach and learn fundamental movement skills. During this period young children are motivated and keen to master ways of moving, controlling their bodies and coordinating their movements.**

<b>THERE ARE 22 FUNDAMENTAL MOVEMENT SKILLS. THEY ARE DIVIDED INTO 3 CATEGORIES:</b>		
<b>BODY MANAGEMENT</b>	<b>LOCOMOTOR</b>	<b>OBJECT CONTROL</b>
Balance	Continuous leap	Catch
Climb	Dodge	Chest pass
Forward roll	Gallop	Foot dribble
Line walk	Hop	Hand dribble
	Jump for distance	Kick
	Jump for height	Overarm throw
	Side gallop	Underarm throw
	Skip	Punt
	Sprint run	Two-handed strike

*Ref: FMS Teacher Resource, Education Dept., Western Australia 2004.*



## WHY TEACH FMS?

Research reveals that children attribute low motor skills as a major barrier to participation in physical activity and drop out from organised sport because they can not perform the skills well enough to play the game successfully.

### **Physical activity provides health benefits for children, including:**

- *Providing important protection from developing coronary heart disease;*
- *A longer life with better managed weight, lower blood pressure and healthier cholesterol levels;*
- *Healthy growth and development of the cardio respiratory system as well as bones and muscles; and*
- *Mental and social health benefits including feelings of confidence, happiness and relaxation as well as an ability to sleep better.*

Children who develop confidence with their FMS skills may enjoy many benefits. Those who have a positive attitude to physical activity may have higher self-esteem, improved health and well being, good social skills, are more willing to take risks and are also more likely to maintain an active and healthy lifestyle.

Research reveals that children with low motor skills can be at risk of reduced self-esteem and choose to avoid physical activity. This may lead to compromised muscle and bone density, reduced fitness and fewer opportunities for social development.



## HOW SHOULD FMS BE DELIVERED?

For young children, different aspects of the school day offers opportunities to develop and use their fundamental movement skills. Structured Physical Education lessons, along with other planned and incidental experiences and routines of the day, should provide a range of rich contexts for children to explore, develop and refine their fundamental movement skills.

While each year group should experience and explore a large number of FMS, it is important that each year focuses on specifically teaching and assessing a small number of skills. This progression of learning, teaching and assessing the range of skills should be mapped throughout Foundation Stage and Key Stage 1 and used as a guide for teachers' planning. It is essential that each teacher and school plans and delivers relevant learning and teaching experiences that supports the needs of children within their own class/school.

FMS can and should be reinforced through:

- Teacher led activities;
- Child led activities;
- Learning through play, including outdoor play;
- Playground activities;
- Home-link activities; and
- Community links.



## OUTLINE OF UNIT FORMAT

There are six units within the resource pack, each one focusing on one particular FMS:

- Balance;
- Catch;
- Hop;
- Jump for Distance;
- Jump for Height; and
- Sprint Run.

Each unit follows a similar format. The overview leaflet provides:

- A general overview of the focused skill;
- The details of statutory requirements – Key Experiences and Progress in Learning covered within the unit;
- Ideas for connecting learning across a range of contexts;
- Self-evaluation information to share with the children; and
- Some key vocabulary.

Each unit also provides:

- A sample PE unit of work;
- A cue card, providing teaching points when teaching the skill;
- Additional Activities - teacher and child led learning experiences;
- Rhymes and Action Songs; and
- Home Learning Links.





# Progression within Fundamental Movement Skills

The FMS sequence detailed below provides suggestions on the order of which to teach the range of FMS. There are three categories, as developed by the Western Australian model and adopted within Northern Ireland. They are: **body management**, **locomotor** and **object control**.

Please note that this is only a sample as used by one of the pilot schools and remember that all schools and classes are different. The range of FMS skills are not necessarily developed or acquired in the sequence. This particular school has a nursery school and this has been taken into account when planning and providing opportunities.

Generally, skills such as the forward roll and dribble are more difficult than the skills of running and balancing.

By the end of year 4, all children should have been provided with opportunities to develop the range of FMS skills.

The sequence below is colour coded to give guidance on those skills that children should experience, be taught and are continuing to develop further:

- **Blue...** **Experience**
- **Red...** **Teaching**
- **Green...** **Continuing**

## Exemplar Fundamental Movement Skills Teaching Sequence

From Seagoe Primary School, Portadown

	<b>NURSERY</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
<b>BODY MANAGEMENT SKILLS</b>	Balance on 1 foot  Climb Line Walk	Balance on 1 foot Side Roll Climb Line Walk	Balance on 1 Foot Side Roll Climb Bench Walk	Balance on 1 Foot Side Roll Climb Bench Walk	Balance on 1 Foot Forward Roll Climb Bench Walk
<b>OBJECT CONTROL SKILLS</b>	Underarm Roll Overarm Throw Catch large ball	Underarm Throw Overarm Throw Catch large ball 2 Handed Strike Foot Dribble Kick	Underarm Throw Overarm Throw Catch medium ball 2 Handed Strike Foot Dribble Kick	Underarm Throw Overarm Throw Catch Small Ball 2 Handed Strike Foot Dribble Kick	Underarm Throw Overarm Throw Catch Small Ball 1 Handed Strike Foot Dribble Kick Hand Dribble Chest Pass Punt
<b>LOCOMOTOR SKILLS</b>	Sprint Run Skip Hop Gallop Side Gallop Jump for Height	Sprint Run Skip Hop Gallop Side Gallop Jump for Height	Sprint Run Skip Hop Gallop Side Gallop Jump for Height Jump for Distance	Sprint Run Skip Hop Gallop Side Gallop Jump for Height Jump for Distance Dodge	Sprint Run Skip Hop Gallop Side Gallop Jump for Height Jump for Distance Dodge Leap (continuous)

## Making Physical Education Inclusive for Children with Special Educational Needs

It is important not to make generalisations about the physical ability of children with special educational needs as each individual child will require different considerations and have different capabilities. In the context of physical activity, the following points may be useful.

- Do not underestimate the intelligence or ability of children with special educational needs.
- Talk with them, and involve their parents, carers, the special educational needs co-ordinator and others to establish what they can do and what their needs are.
- Explore ways of including rather than reasons for not including. Allow the children to work together on adapting activities.
- Enable children with special educational needs to succeed and enjoy the activity.
- It may be appropriate for some children to work on a different activity. Discuss this openly with the class.
- Some activities are made up of various skills. If the child does not have all the skills, start from what they can do and build from there.

Children who have other physical or sensory impairments or learning difficulties should be encouraged as much as possible to maximise their movement potential by fully developing their abilities.



**'TOPS' cards from the Youth Sport Trust provide suggestions and illustrations for alternative or adapted forms of the activities to give appropriate access to all children.**



## Safety Implications

The following are specifically in relation to inclusive activities:

- All participants need to be careful and aware when a wheelchair user is included in activities. Lines of vision may differ and additional space within the area will usually be required.
- Some of the activities may require the use of wheelchair user or ambulant only zones in order that everyone can participate together in safety.
- Some children will be more vulnerable to physical contact. This can be due to variations in mobility, balance and reaction time.
- Consider the safety of children who have a sensory impairment. Will they see/hear the fire alarm?
- Allow children who have a visual impairment to feel and handle any equipment. They should also have time to experience the layout of the room.
- Some children may have medical needs that affect their participation in physical activity, eg, tolerance can vary from individual to individual. Some may need regular breaks whereas others may need to take medication before exercise, eg, inhalers.



## THE STEP FRAMEWORK

All PE lessons will include children with a wide range of abilities. Some may be very skilful and will need to be challenged with harder activities. Others will be less able and will need simpler activities or skills broken down into their component parts.

- The STEP framework offers a format to help adapt activities so that all children can achieve success and have fun.
- You may wish to consider this framework when planning your lessons and activities.

<b>STEP stands for:</b>	<b>S</b> Space <b>T</b> Task <b>E</b> Equipment <b>P</b> People <b>How can I change...?</b>
<b>S</b> Space	<b>Where the activity is happening?</b> E.g. Modify the space by increasing or decreasing the area in which a task is to be performed or the distance over which a task is to be performed.
<b>T</b> Task	<b>What is happening?</b> E.g. Modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.
<b>E</b> Equipment	<b>What is being used?</b> E.g. Modify the equipment by changing the size of the target, size of the equipment, number of pieces of equipment, height of the equipment or the arrangement of the equipment.
<b>P</b> People	<b>Who is involved?</b> E.g. Modify the people involved by having children work alone, with a partner, as a leader or follower, or in a small group.

Ref: '**TOP PLAY**' resource  
from the Youth Sport Trust



## Practical ideas to support delivery using the STEP approach: Including all children

### Jumping:

- Feet positions can be marked over the jumps to show the children where to take off and land
- Use canes or ropes on the ground. Encourage wheelchair users to raise front wheel to get over
- Practise jumps slowly and progressively; hold balance on one leg, up one foot, hop vertically, hop/jump forward.

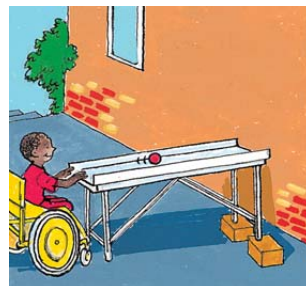


### Travelling:

- Limit/increase the space in which to work
- Walk, crawl or propel a wheelchair or walking frame
- Use visual cues (flags, arrows) to mark where to run and stop
- Use verbal cues to help visually impaired children
- Run, hop, skip with a partner.

### Throwing and Catching:

- Children can be seated, use a throwing frame or be supported in order to throw or catch
- Throw small balls/soft balls/scarves and other equipment that will be easy to throw
- A large ball may be easier to catch for some children
- Children with mobility or coordination difficulties can begin seated or be static when practising skills
- Attach a ball/Balzac balloon to a piece of rope/string for easier control.



## SUGGESTED RESOURCES

### Books

- **'Action Kids'** – A teaching manual and library of physical development activities, 1999, Val Sabin Publications.
- **Fundamental Movement Skills Teacher Resource** (Kit), Western Australia Minister for Education, 2004 (available from Steps PD, UK).
- **Helping Young Children with a Steady Beat**, Ross Bayley and Lynn Broadbent
- **Learning Outdoors in the Early Years**, NI Early Years Interboard Panel.
- **Macmillan Treasury of Nursery Rhymes and Poems**, Anna Currey.
- **Outdoor Play in the Early Years**, Helen Bilton.
- **Singing Games and Rhymes for Early Years**, National Youth Choir of Scotland.
- **The Teeny Weeny Tadpole**, Sheridan Cain & Jack Tickle.
- **TOP PLAY and TOP ATHLETICS** resource, Youth Sport Trust.

### Equipment

balance boards/stilts	hoops mats (individual and large)
balloons/balzac balloons	plastic hurdles/canes/jumping rods
bats – short and long handled	playground markings and equipment
beanbags	play boxes, eg 'a windy day box'
benches/balancing beams	with streamers, kites, windchimes,
catch net	pinwheels, flags
coloured bands for team activities	quoits
coloured spots	range of sizes and shapes of balls
chalk	sequencing spots
cones	scooters
dome markers	skipping ropes
feet and hand shapes	trestles (low and medium height)

N.B. This is only a suggested list.

## Stories, Action Songs and Rhymes

Many of the action songs and rhymes listed below can be found in the books: 'Singing Games and Rhymes for Early Years', 'Macmillan Treasury of Nursery Rhymes' and in 'Helping Young Children with a Steady Beat'.

### Jumping:

Baby Kangaroo  
 During the Week...  
 Five Little Peas  
 Five Little Speckled Frogs  
 Froggie, Froggie  
 Hey Diddle Diddle  
 Humpty Dumpty  
 I'm a Dingle Dangle Scarecrow  
 Jack in the Box  
 Jumping  
 Pop goes the Weasel  
 The Frog in the Pond  
 The Kangaroo

### Catching:

Bounce High, Bounce Low  
 Cherry Pie  
 Five Little Monkeys  
 Five Little Peas  
 I Got the Ball  
 Move Your Body  
 1,2,3,4,5 Once I Caught a Fish Alive  
 10 Little Fingers  
 The Princess and the Frog  
 The Gingerbread Man

### Hopping:

A Puppet said to Me  
 Can you hop on one leg?  
 Five Little Monkeys  
 Hop Around on One Leg  
 Hopping Rhyme  
 Obadiah  
 On a Log  
 One Potato, Two Potatoes...  
 The Kangaroo

### Balancing:

A Puppet said to Me...  
 Can you balance on one foot?  
 Hokey Hokey  
 I'm a Dingle Dangle Scarecrow  
 I'm a Little Teapot  
 I'm a Stork  
 Jelly on a Plate  
 Mr Magnolia  
 Mr Jelly  
 See-saw Margery Daw  
 The Tin Soldier

### Running:

Hickory Dickory Dock  
 I Went to School One Morning  
 Peter plays with One Hammer  
 The Gingerbread Man  
 The Big Pancake  
 Three Little Pigs  
 The Grand Old Duke of York  
 Wee Willie Winkie  
 We're Going on a Bear Hunt



## ACKNOWLEDGEMENTS

Much of this resource was developed from materials and activities used by the schools involved in the FMS pilot. During the pilot stage, the teachers felt that it would be valuable to share their experiences with other teachers.

CCEA would like to sincerely thank all those involved in developing the resource and in providing training to many other schools.

The principals, staff and in particular the trained FMS facilitators within the pilot schools:

Alison Dougherty	<i>Lisnagelvin PS, Londonderry</i>
Janet Cartwright	<i>Loughview Integrated PS, Belfast</i>
Sharon Lamont	<i>Millburn PS, Coleraine</i>
Alison Lennon	<i>Seagoe PS, Portadown</i>
Diane Lee	<i>Seaview PS, Belfast</i>

CCEA also wishes to thank the Education and Library Board Officers for their time and efforts in all aspects of the FMS pilot work:

Libby Mailey	<i>NEELB</i>
Iris Scarlett	<i>SELB</i>
Hilary McLean	<i>SELB</i>
Debbie Trainor	<i>SEELB</i>
Neil McGivern	<i>SEELB</i>
Elaine Beggs	<i>WELB (now principal Newtonstewart Model PS, Omagh)</i>



STEPS Professional Development, in particular Sue Dean, Steps PD, UK and Philippa Lynch, from the Edith Cowan University, Perth, Western Australia for their support in introducing the FMS training and support package to Northern Ireland.



The Youth Sport Trust, for their support during the pilot and their permission to use the TOPS resource cards. In particular, CCEA acknowledges the continued support from Mr Paul Whitten, Youth Sport Trust, National Development Officer for Northern Ireland.

A special thank you to Loughview Integrated Primary School and Seagoe Primary School for permitting a range of photographs to be used within the resource.