

# Introducing fundamental movement skills

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The following information has been adapted from Get Skilled Get Active (NSW Department of Education and Training, 2000).

This article will offer information and advice on:

- how to plan and program fundamental movement skills so that all students have the opportunity to become proficient in each skill by the end of primary school.
- a developmental approach to introducing and teaching each of the twelve fundamental movement skills from Kindergarten to Year 6
- professional learning activities to help with planning and programming fundamental movement skills in your school PDHPE and sport programs.

## Considerations when programming fundamental movement skills

When planning and programming for the development of fundamental movement skills, take into account policies and requirements, as well as the individual circumstances in your school.

### **The Personal Development, Health and Physical Education K-6 syllabus**

[Personal Development, Health and Physical Education](#) (PDHPE) is mandatory for all students Kindergarten to Year 6. Students are required to participate in PDHPE for 1.5 to 2.5 hours each week.

### **Sport and Physical Activity policy**

In [NSW government schools](#), students in Years K-10 are required to participate in a minimum of 150 minutes of planned moderate with some vigorous physical activity across the school week. This time includes planned PDHPE and weekly sport.

School circumstances, which will impact on decisions, include such aspects as the availability of facilities and equipment, school structure, staffing and climate.

To program and plan for the development of fundamental movement skills, it is important to remember the following key points.

- Early Stage 1 and Stage 1 are the best times to introduce fundamental movement skills.
- 240–600 minutes of instruction time are needed to develop a fundamental movement skill to a level of proficiency.
- The development and practice of fundamental movement skills should be a significant element of PDHPE and sport programs across all stages.
- Teaching programs should focus on a manageable number of fundamental movement skills each year. Four skills each year are suggested.
- The growth and development of students have an important influence on which skills and skill components can be learnt.

# Fundamental movement skills planning guide

The planning guide takes the previous factors into account.

## Introducing skills

It is recommended that:

- four skills be introduced for focused teaching each year in Early Stage 1 to Stage 2, to consolidate student learning
- students also be exposed to activities that include the other eight fundamental movement skills
- the teaching of fundamental movement skills is manageable within the context of a school's PDHPE program
- the introduction and teaching of FMS matches students' growth and development
- students are given adequate opportunities to practise four skills each year, to increase the likelihood that they will develop proficiency in the introductory components of each skill by the end of that year.

## Key years for student development of each FMS

Once students have developed the introductory components of a skill:

- shift the teaching and learning focus to the development of the fine-tuning components
- allow a three-year period of practice and consolidation for each skill to promote proficiency.

## Benchmarks for proficiency


Students should demonstrate proficiency in all twelve fundamental movement skills by the end of Year 6. However, with adequate learning and practice time, most students, given their stage of growth and development, should be able to demonstrate the fundamental movement skills earlier than this..


To integrate the development of fundamental movement skills into existing PDHPE and sport programs:


- teach fundamental movement skills in a variety of contexts, such as daily physical activity, dance, gymnastics, movement exploration, games and sport sessions
- plan at a whole school, stage and class level to support integration.


# Visual planning guide

	Early Stage 1	Stage 1		Stage 2		Stage 3	
Skill	Kinder-garten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Static balance	[Dark Blue]		[Medium Blue]		[Dark Blue]	[Light Blue]	
Sprint run	[Dark Blue]		[Medium Blue]		[Dark Blue]	[Light Blue]	
Vertical jump	[Dark Blue]		[Medium Blue]		[Dark Blue]	[Light Blue]	
Catch	[Dark Blue]		[Medium Blue]		[Dark Blue]	[Light Blue]	
Hop		[Dark Blue]		[Medium Blue]		[Dark Blue]	[Light Blue]
Side gallop		[Dark Blue]		[Medium Blue]		[Dark Blue]	[Light Blue]
Skip		[Dark Blue]		[Medium Blue]		[Dark Blue]	[Light Blue]
Overarm throw		[Dark Blue]		[Medium Blue]		[Dark Blue]	[Light Blue]
Leap			[Dark Blue]		[Medium Blue]		[Dark Blue]
Kick			[Dark Blue]		[Medium Blue]		[Dark Blue]
Two-hand strike			[Dark Blue]		[Medium Blue]		[Dark Blue]
Dodge			[Dark Blue]		[Medium Blue]		[Dark Blue]

 *Focused teaching and learning, with an emphasis on the introductory components.*

 *Practice and development, with an emphasis on the fine-tuning components.*

 *Consolidation and application of skill in sports, games and physical activities.*

 *Benchmark of when most students should demonstrate proficiency of the skill.*

The visual planning guide shows:

### **Skills for introduction in Early Stage 1/ Kindergarten**

- Static balance
- Sprint run
- Vertical jump
- Catch

Provide focused teaching and learning, with an emphasis on the introductory components throughout Early Stage 1/ Kindergarten. These skills should be practiced and developed from the beginning of Year 1 until the end of Year 3, with an emphasis on the fine tuning components. The end of Year 3 is the benchmark of when most students should demonstrate proficiency of the skill. From Year 4 onwards, the focus of teaching and learning should be on consolidation and application of the skill in games, sports and physical activities.

### **Skills for introduction in Stage 1/ Year 1**

- Hop
- Side gallop
- Skip
- Overarm throw

Provide focused teaching and learning, with an emphasis on the introductory components throughout Stage 1/ Year 1. These skills should be practiced and developed from the beginning of Year 2 until the end of Year 4, with an emphasis on the fine tuning components. The end of Year 4 is the benchmark of when most students should demonstrate proficiency of the skill. From Year 5 onwards, the focus of teaching and learning should be on consolidation and application of the skill in games, sports and physical activities.

### **Skills for introduction in Stage 1/ Year 2**

- Leap
- Kick
- Two hand strike
- Dodge

Provide focused teaching and learning, with an emphasis on the introductory components throughout Stage 1/ Year 2. These skills should be practiced and developed from the beginning of Year 3 until the end of Year 5, with an emphasis on the fine tuning components. The end of Year 5 is the benchmark of when most students should demonstrate proficiency of the skill. From Year 6 onwards, the focus of teaching and learning should be on consolidation and application of the skill in games, sports and physical activities.

# ACTIVITY: Where do fundamental movement skills fit into the PDHPE syllabus?

## Purpose:

This activity is designed to explore where fundamental movement skills are addressed in the PDHPE K-6 syllabus. It can be undertaken as a group activity or on an individual basis.

## What's needed?

- [PDHPE K-6 syllabus](#)
- FMS planning guide

## Steps:

1. Focus on the outcomes for one stage in the PDHPE K-6 Syllabus. Which PDHPE outcomes are relevant to the development of fundamental movement skills?
2. Make a list of the sorts of things students would be doing to demonstrate achievement of these outcomes.
3. Refer to the "Stage Statements" in the syllabus to examine some of the expectations about achievements for each particular stage.
4. Examine the content strands. What content is linked to the development of fundamental movement skills?
5. Discuss the implications of the Planning guide for programming and teaching fundamental movement skills at your school.

It is important to note that the development of fundamental movement skills is only one part of the PDHPE syllabus. There are other important outcomes which also need to be addressed as part of your PDHPE program.

# ACTIVITY: Considerations when programming fundamental movement skills

## Purpose:

This activity is designed to explore some of the whole-school issues which need to be addressed when planning and programming fundamental movement skills.

## Steps:

1. Reflect on the implications of the following statements.

- Fundamental movement skills in perspective

*“From 2015, NSW government schools should aim to provide a minimum of 150 minutes per week to planned physical activity in each year from Kindergarten to Year 10.”* [NSW Department of Education, Sport and Physical Activity policy](#)

- Skill development

“A child’s Physical Literacy ‘toolkit’ does not comprise pens and computers, but instead skipping ropes, bicycles, open spaces and encouragement and guidance from loved ones, friends, coaches and teachers. These ‘tools’ are developed through the learning that takes place not only in homes and schools, but also on playing fields, beaches and walking trails with significant others (i.e., teachers, coaches, family and friends). ([Active Healthy Kids Australia](#), 2016 Report Card on physical activity for children and young people, 2016)

2. Consider the implications of these statements.

3. What issues or concerns arise as a result of a focus on the development of fundamental movement skills in your PDHPE or sport program:

- at a school level?
- at a class or stage level?
- at a personal level?

4. Share your responses with other teachers. Make a note of the common issues as they arise. These responses should be considered in future discussions and in the later stages of planning and programming.

# ACTIVITY: School analysis

## Purpose:

This activity is designed to help you identify the current situation in your school concerning fundamental movement skills. It also provides an opportunity to develop a whole-school action plan to address issues or concerns. This activity works best if done with the whole staff or a group of teachers responsible for PDHPE and sport programs in the school.

## Steps:

1. Work with colleagues to reach a consensus about the school's position for each of the key areas listed in the "What's happening in our school" checklist.

Tick the box which best describes your school situation.

**Yes:** If this is happening in your school and you are satisfied with it.

**Review:** If something is in place but you feel that it could be improved.

**No:** If it is not happening.

2. Analyse the key issues you have marked "No" or "Review." Prioritise these key issues as a starting point for an action plan.
3. Discuss what can be done to improve or address the key issues identified in the action plan.
4. Record the actions to be taken and the person or people responsible for each area identified.

# What's happening in our school checklist

Tick the box which best describes your school situation.

**Yes:** If this is happening in your school and you are satisfied with it.

**Review:** If something is in place but you feel that it could be improved.

**No:** If it is not happening.

## PDHPE and sport

- The school PDHPE and school sport programs are comprehensive, sequentially developed and include opportunities for students to develop fundamental movement skills.
- Teachers' knowledge and expertise in teaching fundamental movement skills are supported through professional development activities.
- Students are given maximum opportunities to develop and practise fundamental movement skills.
- Staff are actively engaged in teaching fundamental movement skills in the school's PDHPE and school sport programs.
- An adequate amount of curriculum time is allocated to the school's PDHPE and school sport programs.

## School ethos

- Students are encouraged to practise fundamental movement skills in games and activities during recess and lunch breaks.
- Rosters are devised to give students equal access to equipment.
- PDHPE and sport are supported by school policies and practices, such as the school uniform policy, first aid procedures and recognition of both boys and girls.
- PDHPE and school sport are components of the school plan.

## Home-school-community interface

- Development of fundamental movement skills in PDHPE and sport is stated and supported as part of the school's management plan and shared with the community.
- Parents are given opportunities to be involved in programs which support the development of fundamental movement skills.
- Parents are provided with information to help them support their child's skill development and physical activity at home.



# ACTIVITY: Curriculum analysis

## Purpose:

This activity looks at where fundamental movement skills are currently taught in the school's PDHPE and school sport programs. This activity is best carried out as a whole school activity to enable teachers to appreciate the importance of developing and teaching fundamental movement skills in each year.

## Steps:

1. Watch the [developing an effective scope and sequence K-6 PDHPE video](#)
2. Use the K-6 PDHPE scope and sequence evaluation tool as an interactive form to critique your own practice in PDHPE as part of the teaching and learning cycle.
  - Map where fundamental movement skills are currently taught in the school's program for PDHPE and school sport.
  - Identify any areas which may need strengthening in the school's scope and sequence for PDHPE and the school sport program. Discuss how this might be done.
  - Identify any issues or concerns which may arise and propose possible solutions to these.
3. Use the [K-6 programming section of the PDHPE website](#) to plan for the creation of a school scope and sequence for PDHPE.
  - Consider whether the scope and sequence meets requirements?
  - Ensure FMS are mapped across Kindergarten to Year 6 in a manner that reflects the planning guide.
  - Incorporate a wide range of physical activity contexts.
  - Reflect the application of fundamental movement skills and broader movement competencies in various physical activity contexts and situations across Kindergarten to Year 6.
4. Determine which units of work would support the development of fundamental movement skills in each year. Predict the types of skills which may be covered in each unit of work.
5. Access and review the sample units of work in the [resources section of the PDHPE website](#) to identify which units could be used or modified for use in the school. Develop additional units using the sample units as a guide.