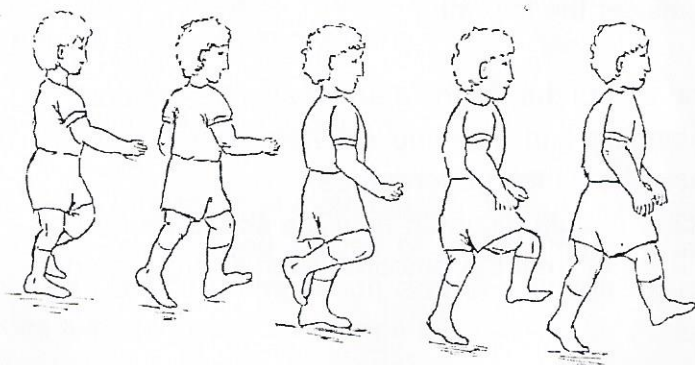


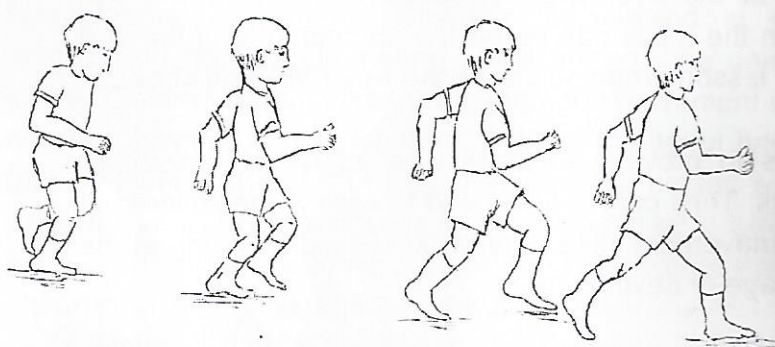
Fundamental Movement Skill - Running Fast

Running is a locomotor skill where for a brief period both feet are simultaneously off the ground. This is called the flight phase. Observe from a side on position.



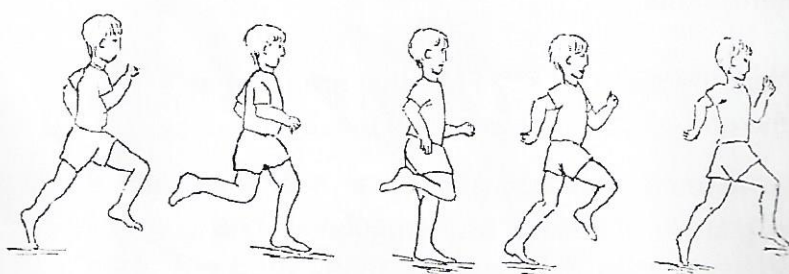
Immature

- Leg swing is limited
- No obvious flight phase
- Stiff, short arm swing
- Legs and feet swing out from the body



Developing

- Limited flight phase
- Increase in length of stride and arm swing
- Back leg extends to push off



Mature

- Definite flight phase
- Stride length at max
- Complete extension of support leg
- Arms bent at 90 degrees and swing back and forwards in opposition to legs
- Non-support knee bends 90 degrees

Teaching prompts:

- Head still and look forward
- Lift your knees
- Swing arms in opposition to legs
- Push off with the balls of your feet
- Elbows bent at 90 degrees,
- Bring your heel close to your bottom
- Lean forward

Teaching Strategies

- Encourage **high knee lifts** using marching songs
- Practise **swinging arms backwards** and forwards like trains
- Run to pick up **objects**
- Show children **how to slow down** after running fast by leaning backwards
- Challenge the children by using guided discovery strategies

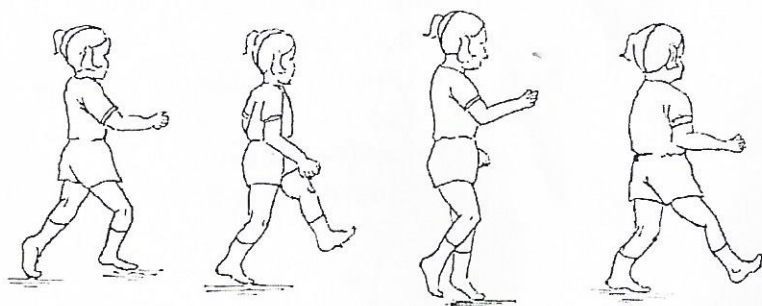
Fundamental Movement Skill – Hopping

Hopping is a continuous rhythmic locomotor skill. A hop is characterised by taking off and landing on the same leg. It is used in playground games and athletics.

Immature • Body upright • Little height obtained in single hop • Balance lost easily • Limited to 1 or 2 hops				Teaching prompts: - Bend your leg to push off - Take off and land on the same foot. Land on the ball of your foot - Use your arms for balance - Push off from your toes in take off - Look ahead, use your arms for balance
Developing • Slight forward lean • Arms move forwards and backwards vigorously • Knees bend on landing • Balance is poorly controlled				Teaching Strategies • Provide activities that make use of their favourite foot • Practise single leg balances • Increase the number of hops • Encourage the children to hop on either leg in different directions • Challenge children to hop in patterns i.e. L-L, R-R, L-L, R-R etc stationary then travelling • Design a hopping game
Mature • Non hopping leg is used to support take off and momentum of the hop with a rhythmic action • Greater body lean • Arms are co-ordinated with take off • Lands and pushes off from the ball of the foot • Hopping is rhythmic and continuous				

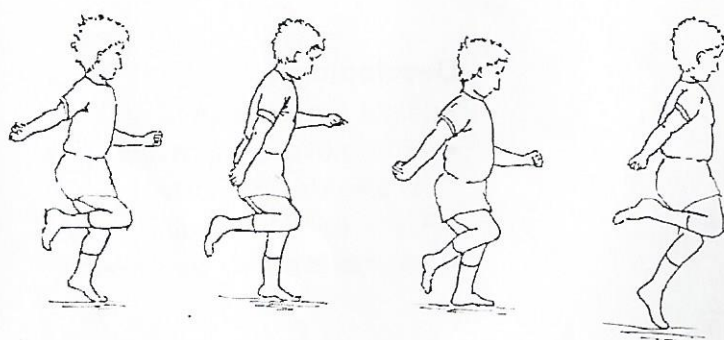
Fundamental Movement Skill – Skipping

Skipping is a locomotor fundamental skill used in a variety of games and dance activities. It is a long step then hop first on one foot then the other.



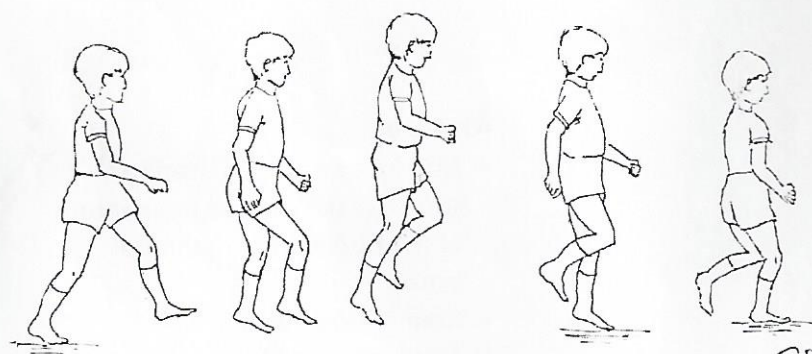
Immature

- A step hop can be seen but tends to be double hop or double step.
- Arms not coordinated
- Skipping appears un co-ordinated



Developing

- Step-hop is more co-ordinated
- Arms move rhythmically to aid skipping action
- Landing is flat footed
- Exaggerated vertical lift on hop



Mature

- Step-hop pattern is co-ordinated and smooth
- Arms are used rhythmically in opposition to legs
- Low vertical lift on hop
- Land on ball of foot

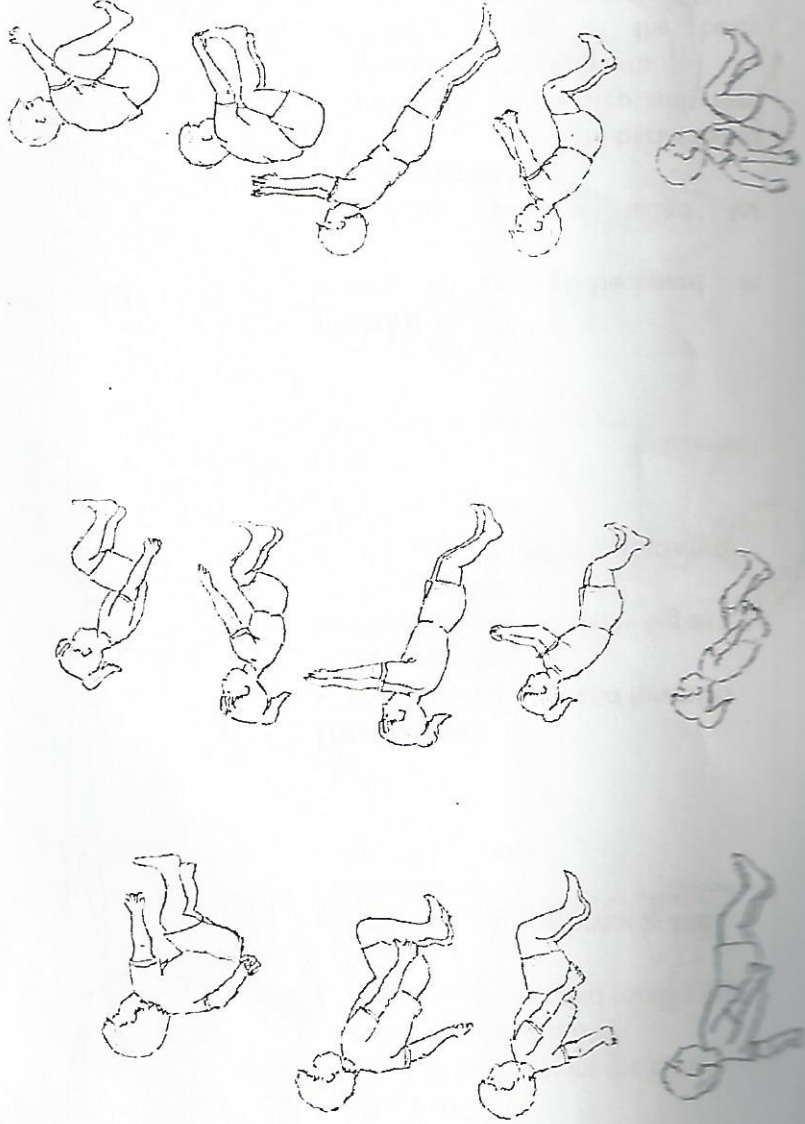
Teaching prompts:

- Step forward and hop on the same foot
- Repeat with the other foot
- Lift your knee up
- Keep eyes straight ahead
- Use light springing steps

Teaching Strategies

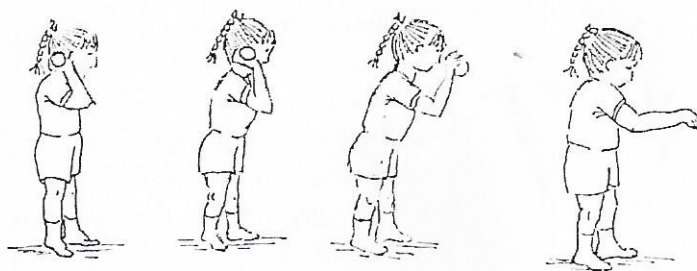
- Children should be able to hop well on either leg before attempting to skip
- Use music or hand clapping for the step-hop beat
- Use songs, poems whilst skipping
- Challenge the children to skip in different directions/speeds with a partner

Jump for distance is an important fundamental movement skill. When teaching this skill emphasise the importance of landing safely.

Immature • Limited arm swing • Arms move wildly in flight to maintain balance • Body moves vertically; little emphasis on length of jump. • Difficulty in using legs and feet at take off Developing • Arms initiate jumping action • Arms remain towards front of body during crouch • Arms move to side during flight to maintain balance • Extension of legs and feet more consistent Mature • Arms swing back behind body in preparation • Crouch is deeper and more consistent • Arms swing forward with force during take off and reach high • Full extension of legs and feet at take off • Body leans forward at landing	 4.5.2014
Teaching Strategies	Teaching prompts: • Crouch by bending knees • Swing arms back, the forwards quickly • Explode forward from coiled position • Push off from toes – toes are last to leave the ground • Heels contact first and knees bend to absorb the shock
Teaching Strategies	• Emphasise the importance of the arm movement • Use imagery – “can you uncoil like a spring?” “Can you land as softly as a fairy?” • Use guided discovery strategies - “What happens if..?” “Can you jump further if..?” • Challenge the children – “Can you jump as long as you are high?”

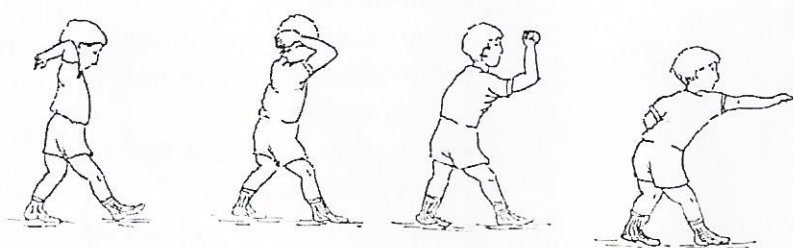
Fundamental Movement Skill – Overarm throw

The overarm throw is a fundamental manipulative skill that is used in many sports such as cricket, rounders, tennis, volleyball, netball, and athletics.



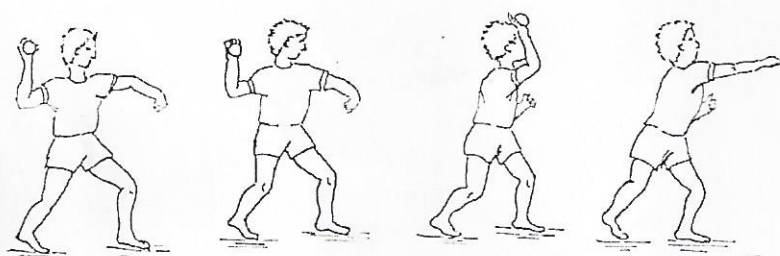
Immature

- Action is mainly from the elbow and resembles a push
- Body faces target and rotates very little
- Follow through is forwards and downwards
- Feet remain still



Developing

- Arm is swung back and forwards high over shoulder
- Steps forward with same leg as throwing arm
- Body and shoulders turn toward throwing side



Mature

- Arm is swung backward in preparation
- Opposite arm is raised for balance/direction
- Weight transfers from back foot to front foot, with a step with foot opposite to throwing arm.
- Definite turning of the body through legs, hips and shoulders

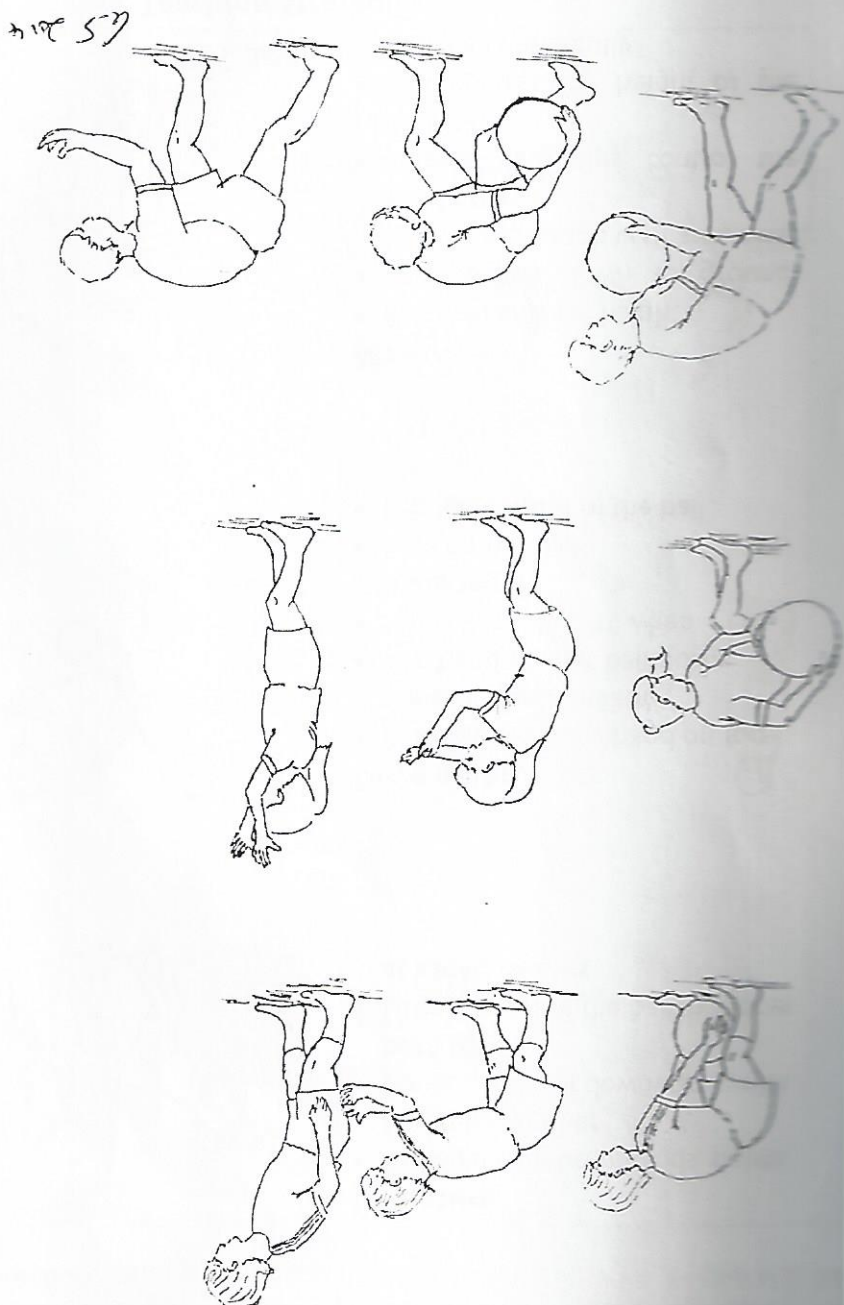
G-S 2014

Teaching prompts:

- Look at the target
- Position yourself side on to the target
- Point to the target with your non-throwing arm
- Step forward with opposite foot to throwing arm towards target
- Follow through with your throwing arm down and across your body

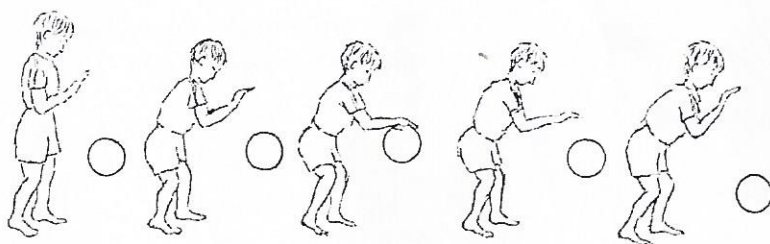
Teaching Strategies

- Concentrate on throwing for distance rather than accuracy
- Provide a cue indicating which foot should step forward
- Challenge the children to throw greater distances
- Practise a run up
- Work for distance, then speed then accuracy

Immature • Ball is held with hands on side, palms facing each other • Bend at waist • Forward arm swing and body lifts with release of ball Developing • Ball held with one hand on the top and the other on the bottom of the ball • Arm swings ball to back but without weight transfer • Ball released between knee and waist level • Eyes monitor target and ball Mature • Opposite foot to arm forward • Ball held in opposite hand to forward foot • Distinct knee bend • Forward swing transferring weight from rear to front • Release at knee level or below • Eyes are on the target throughout	 65 2014
Teaching Strategies	Teaching prompts: • Stand with opposite foot forward • Swing your arm back as you rock on your rear foot • Let go of the ball when it is in front of your leading foot • Follow through with your swing in the direction of your leading foot • Eyes on the ball
	• Roll a ball along the ground:- • with opposite foot to rolling arm stepping forwards • increasing the distance of the roll. • towards a target • to targets of decreasing sizes • Practise with larger balls first then smaller • After mastering the basic pattern work towards increasing distance and accuracy requirements

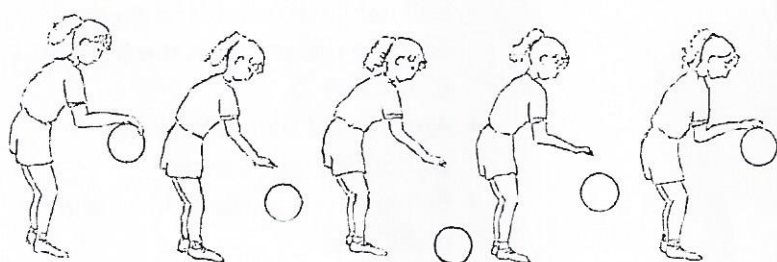
Fundamental Movement Skill – Bounce a ball

Bouncing a ball is a fundamental movement that involves receiving force from a ball and then immediately imparting force on the ball in a downward direction.



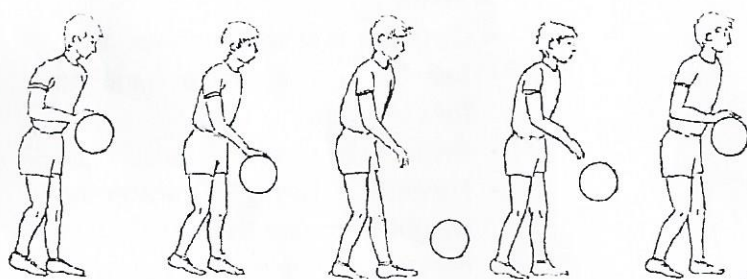
Immature

- Ball held with both hands, palms facing each other
- Bounce the ball downwards with both hands
- Little control of the ball, bounces at varied heights



Developing

- Ball held with one hand on top the other underneath
- Top hand pushes ball down
- Hand slaps the ball when bouncing it
- Eyes on the ball
- Limited control of the ball



Mature

- Ball held at waist height
- Ball pushed down to ground, following through with arm, wrist and fingers
- Relaxed fingertips control the bounce
- Can control the height of the bounce consistently

Teaching prompts:

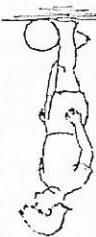
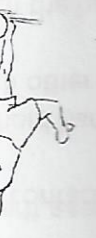
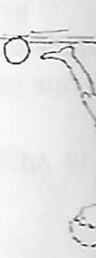
- Push the ball down
- Your wrist and fingers control the bounce
- Follow through
- Push the ball slightly forward
- Keep the ball below waist height

Teaching Strategies

- Bouncing and catching
- Bouncing and ineffective slapping of the ball
- Basic bouncing with the ball in control of the child
- Basic bouncing stationary with the child in control of the ball
- Controlled bouncing of the ball whilst travelling

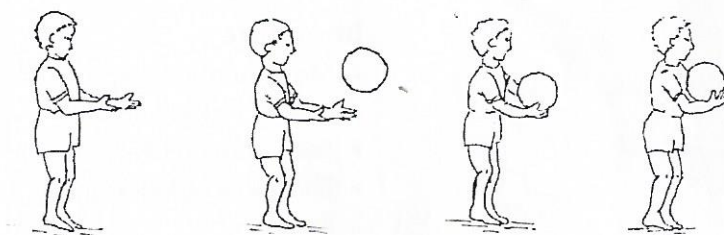
Fundamental Movement Skill - Kicking

The fundamental skill of kicking is a manipulative striking skill. The stationary place kick is the focus of the skill. It is basic to kicks used in all football and rugby games.

Immature • Movements are restricted during kicking action • Body remains still • Backswing of kicking leg is limited • Forward swing is short with limited follow through Developing • Backswing is centred at the knee • Kicking leg remains bent throughout the action • Follow through is limited to movement of the knee • One or more steps taken toward the ball Mature • Arms swing in opposition during kicking action • Eyes focussed on the ball • Non kicking foot placed beside ball • During backswing of leg, knee bent at least 90 degrees • Contact the ball with top of foot • Follow through high towards target	   	    	   	Teaching prompts: • Keep your eyes on the ball • Step forward on non-kicking foot • Swing your kicking leg back • Step forward and kick with the top of your foot (i.e. laces/Velcro) • Use your arms for balance • Follow through towards target with your kicking leg.	Teaching Strategies • Raise the ball off the ground i.e. kicking tee so that children can get their kicking foot under the ball • Provide a cue for correct place for support leg i.e. outline of foot • Focus on kicking ball for distance rather than accuracy • Start by kicking against a wall • Practise running up to kick the ball • Introduce accuracy by kicking to partner or target. Try kicking with both feet
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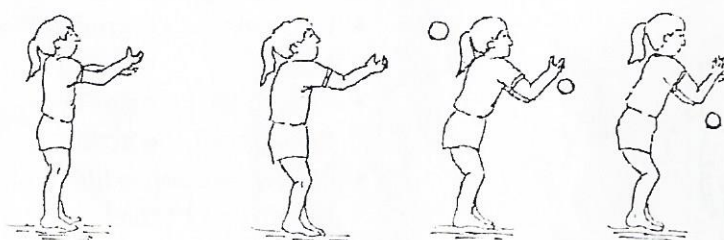
Fundamental Movement Skill – Catch

Catching is a fundamental movement skill. It involves making fine motor adjustments to locate, anticipate, initiate and intercept a moving object.



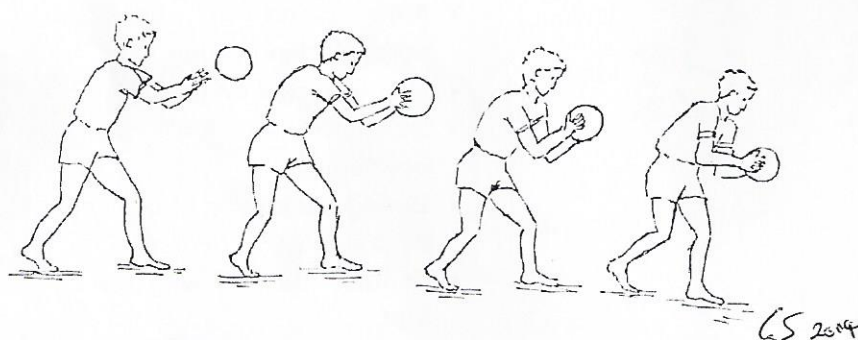
Immature

- Body or face may turn away to avoid catch
- Arms are held straight out
- Body movement is limited
- The body rather than hands is used to catch
- Catch resembles a scoop



Developing

- Eyes may close at contact with object
- Children tend to hold hands in opposition to each other with thumbs up
- Arms tend to catch the ball – crocodile catch
- Catch is poorly timed



Mature

- Body moves directly in path of the ball
- Eyes follow the ball into hands
- Arms "give" on contact to absorb the force of the ball
- Arms adjust to flight of the ball
- Hands grasp ball in well-timed motion

Teaching prompts:

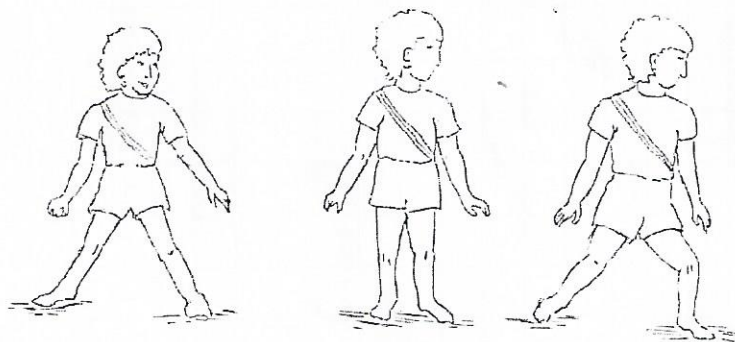
- Watch the ball
- Move to the ball
- Cup your hands
- Reach for the ball
- "giving" with the arms
- Eyes on the ball

Teaching Strategies

- Use balloon balls/ soft balls to give children time to track the ball
- Encourage catching in hands (not against body). Start with bounce and catch
- Introduce different size objects
- Demonstrate how fingers point up for balls thrown above waist height and how fingers point down for throws below waist height

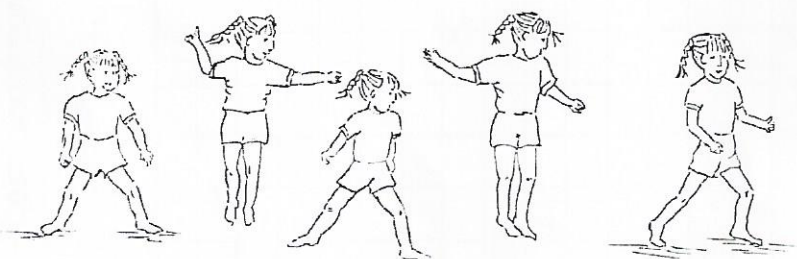
Fundamental Movement Skill – Side Gallop

The side gallop is a fundamental skill that involves the child moving sideways while the body faces forward. It is used in many sports and games.



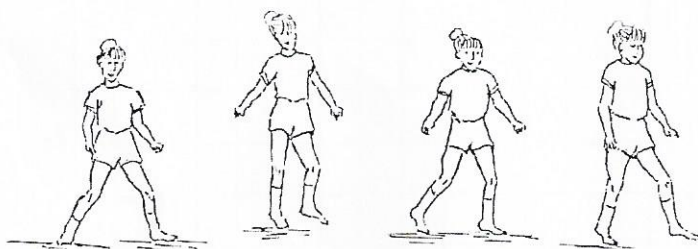
Immature

- Fast pace with no rhythm
- Arms of little use in balance
- Rear leg sometimes gets in front of front leg or is dragged to front leg
- Body facing direction of travel



Developing

- Moderate pace
- Action appears choppy not rhythmical
- Exaggerated vertical lift
- Arms not needed for balance



Mature

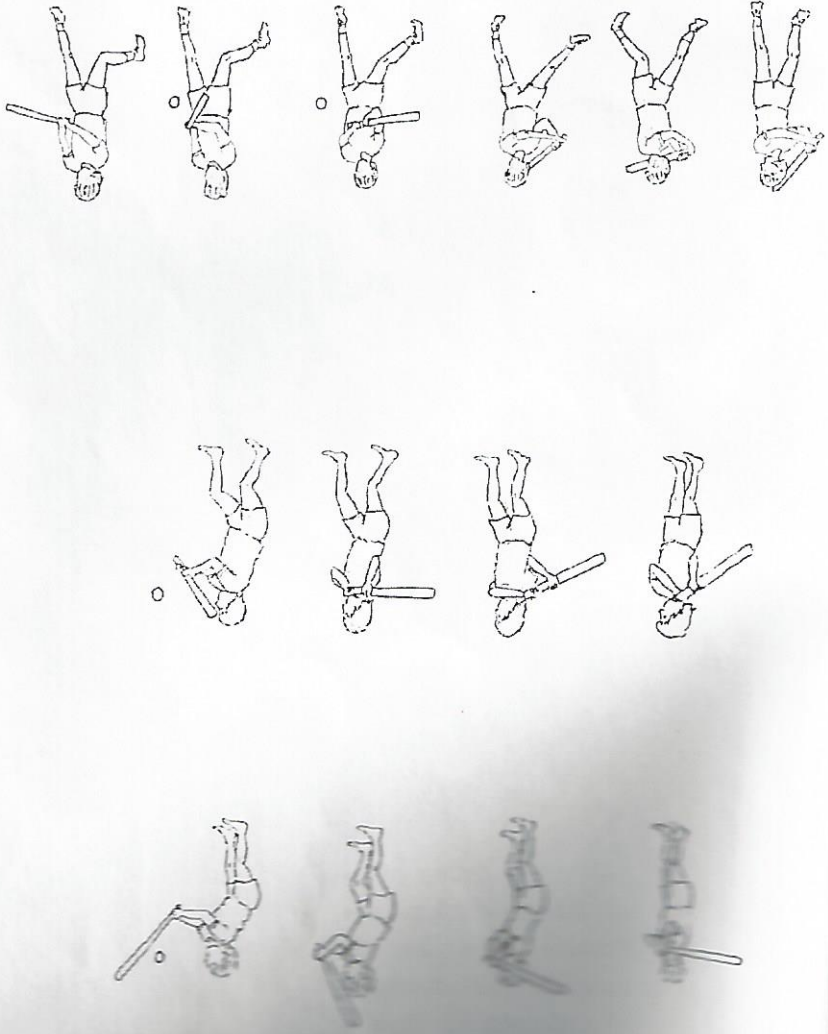
- Rhythmical smooth action
- Weight on balls of feet
- Body faces front
- Rear leg lands adjacent to or behind front foot
- Low vertical lift

Teaching prompts:

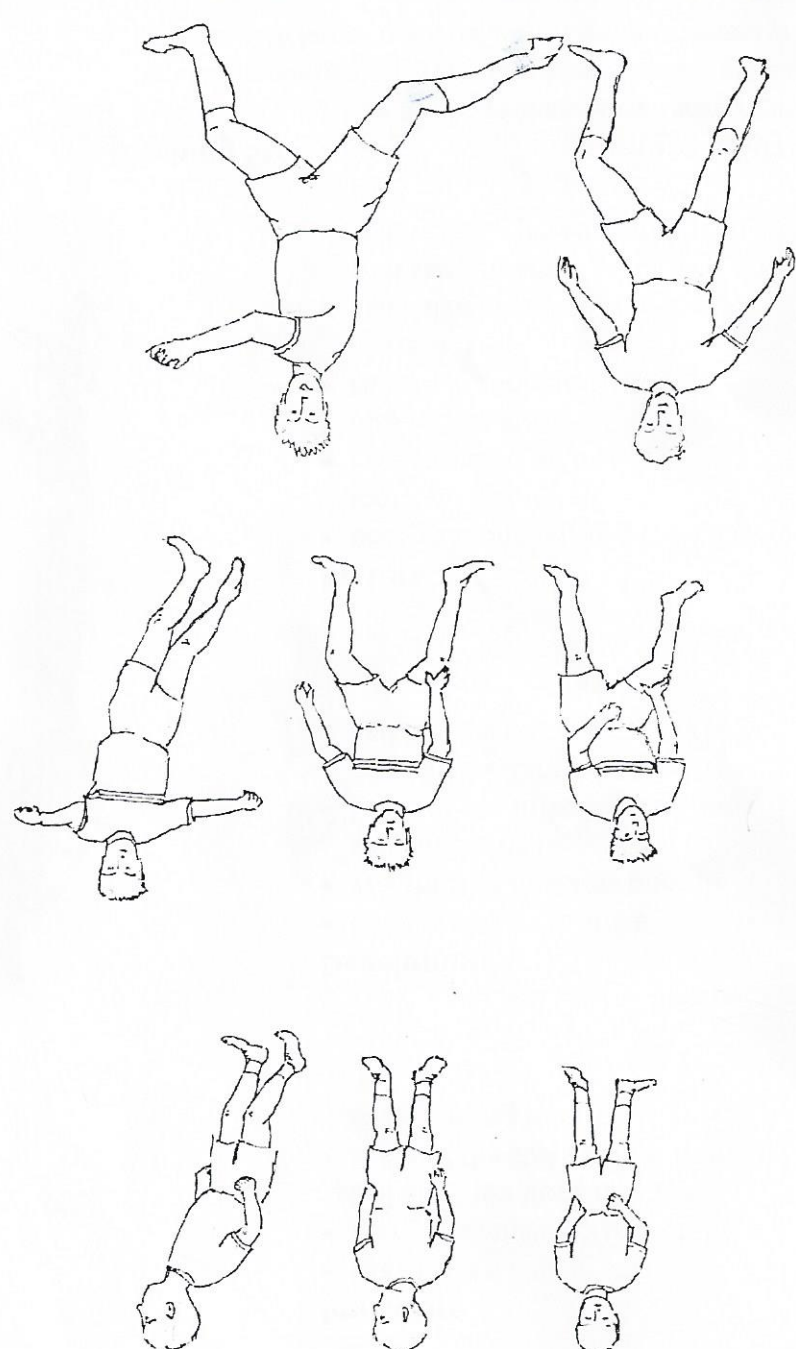
- Step to the side then bring the other foot up quickly to the first Repeat the action landing on the same foot
- Take off and land on the ball of your foot
- Use light springing steps
- Make your body face the front

Teaching Strategies

- Work on stepping in both directions – i.e. make a circle and side gallop in one direction then the other
- Practise to songs, poems and dance
- Join with a partner
- Keep knees slightly bent and stay on balls of feet
- Practise different speeds and directions

Immature • Feet are still • Body faces the direction of the ball and little trunk rotation • Force of the strike comes from straightening their joints Developing • Body is side on to strike • Weight shift forwards prior to striking the ball • Force of the strike comes from a combined extension of joints and body rotation Mature • Body side on and weight on back foot • Eyes focussed on ball throughout strike • Hips then shoulders rotate forward • Ball strike made on front foot with straight arms • Follow through with bat around body	
Teaching Strategies • Practise striking with the hand then using short-handed implements before long handed bats • Practise with larger balls/balloons before smaller balls • Practise striking from a tee before trying to hit moving objects	Teaching prompts: • Stand side on • Shake hands with the bat • Keep your eyes on the ball • Step forward and swing • Make contact with the ball with straight arms • Swing and follow through

Dodging is a fundamental movement skill that involves quick, deceptive changes in direction.

Immature • Body appears stiff and movement segmented • Knee bend is minimal • Feet generally cross • No deception Developing • Movement is better coordinated but little deception • Children tend to dodge to one side • Feet occasionally cross • Little spring in movement Mature • Knees bent, slight trunk lean forward • Movements in all directions are smooth, quick and coordinated • Performs well in both directions • Children take with head and shoulders	
Teaching Strategies • Stress bending of the knee in anticipation of dodging • Begin with activities that require changing direction on a verbal command, i.e. Simon Says • Challenge children to mirror a partners actions • Play simple tag games	Teaching prompts: • Head up • Plant one foot and quickly change direction • Move quickly • Bend knees to stop