

# ABOUT THE FUNDAMENTAL MOVEMENT SKILLS TEACHER RESOURCE

This Resource supports all teachers in planning, delivering and assessing early childhood programs that enable all children to develop Fundamental Movement Skills (FMS).

Teachers are invited to choose appropriate FMS, monitoring and assessment strategies, and learning experiences that will best cater for the needs of the children in their group, centre, class or school. This Resource can be thought of as a 'choose your own adventure'. The linking icon will help make links between different sections of the books and between each part of the Resource. The larger circle indicates the book (1 or 2) and the smaller circle indicates the page number of the link.

For example, what is a fundamental movement skill?



The Resource comprises 3 parts:

- Book 1: *Learning, Teaching and Assessment*;
- Book 2: *The Tools for Learning, Teaching and Assessment*, and
- A support video *Making the Right Moves*.

## Book 1: Learning, Teaching and Assessment

In this first book, information is provided to assist teachers in developing children's FMS by choosing a focus skill based on the children's interests, strengths and needs, assessing children's level of achievement in the skill, incorporating learning experiences throughout the daily learning program and sharing information about children's learning. In particular, ways are provided to help teachers to individualise learning experiences and maximise the participation of all children, thereby supporting their learning.

Six case stories describe the implementation pathways chosen by a range of teachers working in different school environments. Throughout the book, vignettes of these teachers' experiences in using the *FMS Teacher Resource* are included.

### Paul

I noticed a marked improvement in the skills being displayed during the games compared to when I first introduced the skills. All of the children improved in their self-confidence, understanding of the game and social interaction. Their self-management skills also improved and they were better able to participate in the activities.

I have been asked to take the year one children for physical education next year. The resource has given me more of an idea of what to teach, so it isn't as scary now. I have the confidence to say 'Yes, I can teach these children.'

## Book 2: The Tools for Learning, Teaching and Assessment

Five detailed sets of ideas and strategies are included in this second book.

### Tools 1: FMS Descriptions

Twenty-two fundamental movement skills are described. Each description provides information about a child's achievement and an indication of what further opportunities the child may need. They include:

- in-depth background information about the skill;
- skill criteria and their importance;
- an Observation Record;
- some appropriate teaching strategies; and
- movements that children do that require teacher and adult intervention.

### Tools 2: Assessment Strategies

A range of assessment strategies is described in order to support teachers in making fair, valid, comprehensive, explicit and educative assessments of children's levels of achievement of FMS.

### Tools 3: Learning Experiences

A variety of child and teacher structured learning experiences is described in order to provide teachers with ideas about how to appropriately plan for children's learning.

### Tools 4: Sharing Information

Examples of strategies are provided that enable teachers to share information about children's progress with other teachers, the school, the families and the wider community.

### Tools 5: Stay in Step Screening Test

This four-item screening test is designed to support teacher's identification of children with movement difficulties.

## Support Resource: *Making the Right Moves* video

People usually have a fair idea of what proficient movement looks like and can identify when something doesn't look quite right. The video *Making the Right Moves* helps to explain why. For each of seven FMS (sprint run, hop, jump for distance, overhand throw, catch, lofted kick and two-handed strike), the video shows children performing in a smooth and coordinated manner as well as children who are yet to master the skill. Using normal, slow motion and freeze frames, the skill is broken down into phases to facilitate observation.

### Sally

*We found the information in the FMS Teacher Resource was very helpful. There's just the right amount of information to support observations, without it being too overwhelming. The Skill Descriptions were really valuable and the learning experiences in Tools 3 helped us extend the skills into the daily classroom activities. The movement language was helpful because we knew what to say to the children and their families about what we were doing and why. I've had information before but it was too hard to use for teaching. It had too much to observe, too little to observe, it was too hard to see the movement or I thought 'Now what do I do about this?' I feel I have more confidence to design a program to improve the children's skills.*

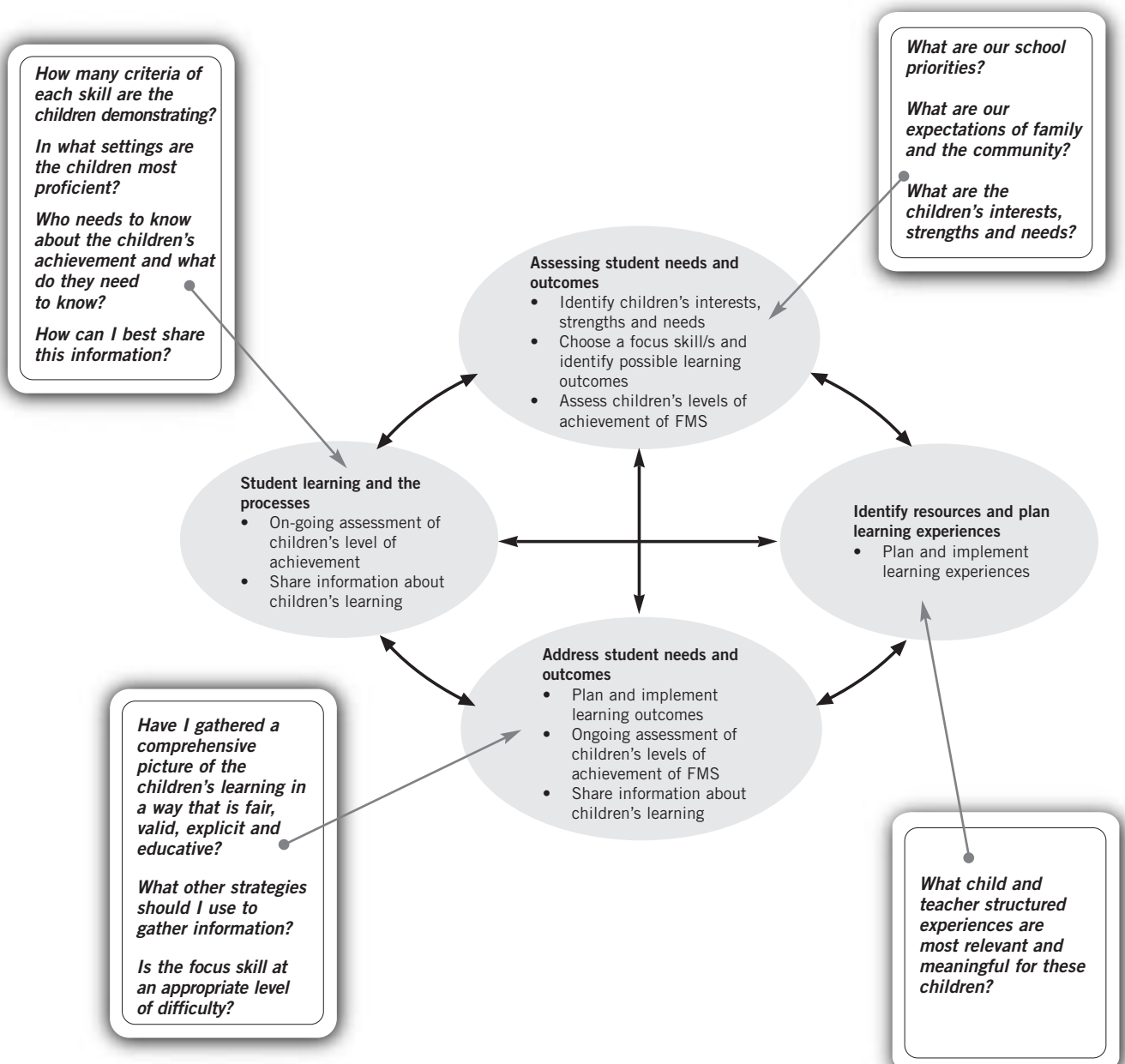
## Using the FMS Teacher Resource

This Resource supports you in your adventures with learning, teaching and assessing FMS. The case story outlines on pages 10-13 show the adventures other teachers have experienced with this Resource. Their full stories can be found in the *Putting it all Together* section.



In order to make the Resource easier to use, information about learning, teaching and assessing FMS found in Book 1 is linked to the Tools for this process in Book 2. Throughout both books, ideas, examples and vignettes are included to help you decide what will work most effectively with the children you are teaching. Write your own links, include your own examples and add new ideas so that the resource meets your own needs and supports your learning and teaching.

The process of learning, teaching and assessing FMS is interwoven and it is hard to separate each part. *Figure 1: A cycle for planning outcomes focused programs for FMS*, shown below reflects the interactive nature of each step of planning.



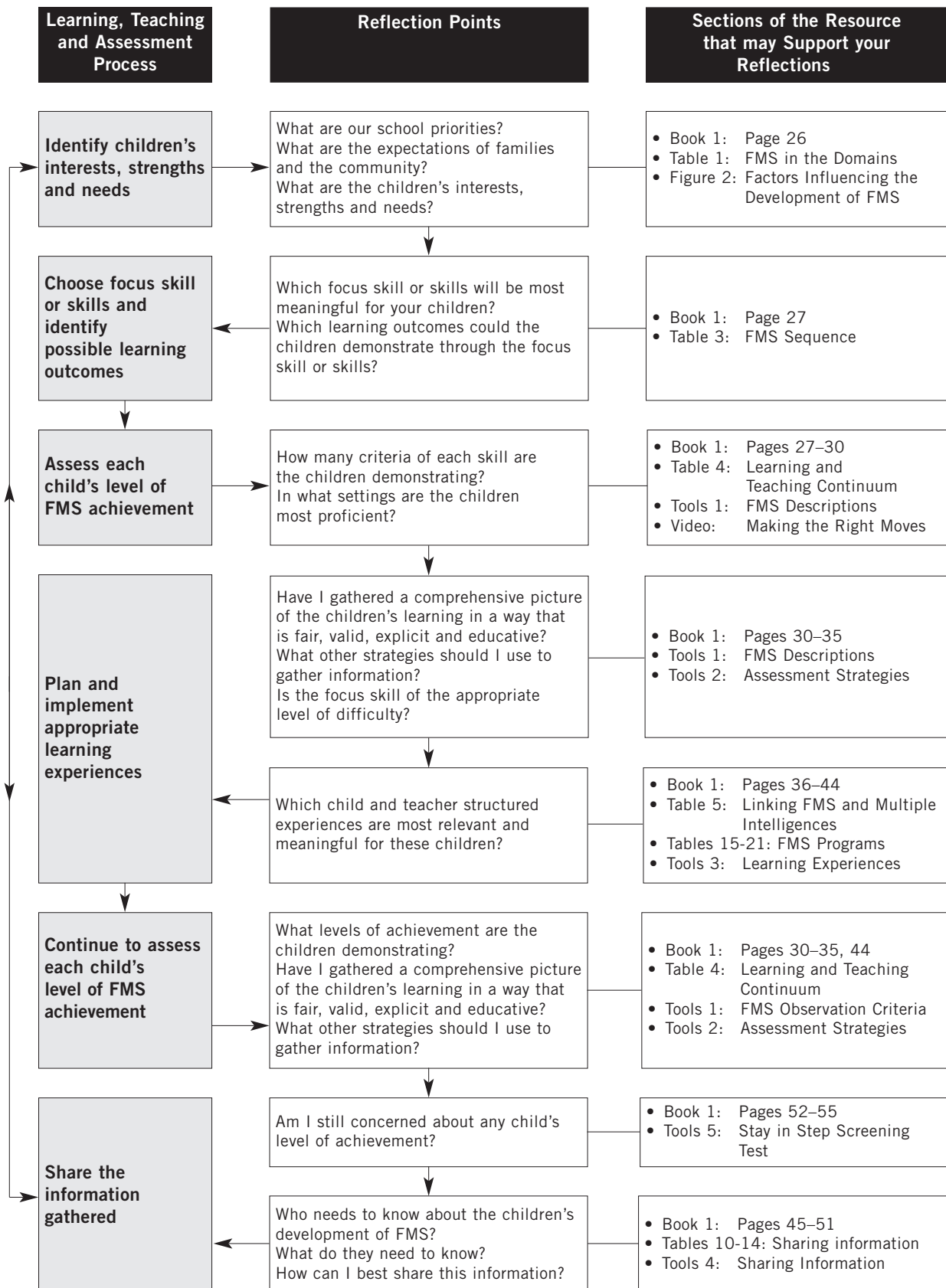
**Figure 1: A cycle for planning outcomes focused programs for FMS**  
(adapted from the *Getting Started* series, Curriculum Council, 1999)

In this Resource the various steps of the planning cycle have been sequenced and are shown in *Figure 2: Using the FMS Teacher Resource*. This sequence is one way for you to begin your adventure with this Resource.

Reflection points have been suggested to help you think how aspects of the sequence apply to your own setting. Sections of the Resource that can help you choose which strategies to use are also listed.

As you learn more about the observation criteria for each FMS, broaden your repertoire of ways to teach, assess and share information about children's achievement in FMS, and recognise children with movement difficulties you will probably find that your planning cycle will become more interwoven. The 'steps' will happen simultaneously and many of the tools you create to use will become second nature.

Figure 2: Using the FMS Teacher Resource



## Case Story Outlines

|  | Background  | Identifying Children's Interests Strengths and Needs   | Choosing the Focus Skill/s and Identifying Learning Outcomes  |
|--|---|--|---|
| <p><b>Beth</b></p> <p><i>Focusing on, how do they do the skill? – Working with children with special needs</i></p>           | <p>Beth was a teacher of physical education in an Education Support School. She taught children aged 3 to 17 years for 45 minutes per week. The focus children for this story were 3 to 5 years of age.</p> | <p>The children had a range of disabilities. Beth felt the emphasis needed to be on body-management skills and language development. The classroom teacher agreed to support Beth in developing the children's skills in the classroom.</p>              | <p>Balancing on one foot and walking on a line or beam were chosen as static and dynamic balance are important for the performance of most FMS and for the children's body management. The Health and Physical Education learning outcome 'Skills for Physical Activity', supported by the Foundation Outcome Statement in that strand, identified the need to gather information about the control children had of their bodies.</p> |
| <p><b>Sally</b></p> <p><i>Seizing the moment – Ensuring FMS are relevant and meaningful to the children</i></p>              | <p>A teacher of 4 and 5 year old children in an off-site centre, Sally had the support of a teacher assistant and a well equipped outdoor area. She spent 60 minutes per day outdoors.</p>                  | <p>The children enjoyed playing chasey and Sally felt that the children needed to be able to throw in order to play many games. The sport of the community was soccer. Sally focused on integrating learning through play.</p>                           | <p>Sprint running and overhand throwing were chosen to encourage children's interests. The Health and Physical Education learning outcomes 'Knowledge and Understandings', 'Attitudes and Values' and 'Skills for Physical Activity' were identified as focuses before the program began. Other learning outcomes were demonstrated during the program.</p>   |
| <p><b>Fiona and Jo</b></p> <p><i>It's easier when you work together – FMS throughout the day and throughout the week</i></p> | <p>Fiona was a teacher of physical education and Jo taught 5 and 6 year olds. They worked collaboratively on the class physical activity program.</p>   | <p>The children were to participate in the school athletics carnival. The families tended to be more concerned about academic progress than physical activity. The teachers were concerned about the children's general fitness and activity levels.</p> | <p>Jumping for distance, overhand throw, underhand throw and running were chosen to increase fitness and prepare children for the athletics carnival. The focus Health and Physical Education learning outcomes were 'Knowledge and Understandings', 'Attitudes and Values' and 'Skills for Physical Activity'.</p>   |

| Assessing Children's Levels of Achievement of FMS   | Planning and Implementing Learning Experiences   | Ongoing Assessment   | Sharing the Information   |
|---|--|--|---|
| <p>Beth observed children performing a range of balances, e.g. balancing on different body parts, balancing on an object. She timed the balances and used the FMS Observation Records to analyse 'How do they balance?'</p>   | <p>Beth used some of the teaching strategies in the 'beginning' section of the FMS Skill Descriptions for 'Balance on one foot' and 'Walking on a line or beam'. She developed a task analysis of balance activities, used lots of demonstration, physical guidance, music and games and supported her spoken language with sign language.</p> | <p>Beth individualised assessment strategies for specific children. She found that gathering information in different settings, especially in the playground, was difficult.</p>   | <p><b>With children</b><br/>Positive feedback including cheering and clapping.</p> <p><b>With other teachers</b><br/>Beth provided activities for teachers to help children practise the skills.</p> <p><b>With families</b><br/>Digital photographs supported written reports. The sports carnival enabled parents to see the children in action.</p>  |
| <p>Sally used the FMS Observation Records for the 'Sprint run' and 'Overhand throw' to observe children while running over 15 metres and throwing a bean bag during a play station activity. She talked with families to find out more about the children's physical activities and interests at home.</p>  | <p>Sally talked with the children about running fast and throwing well. The children observed their reflections in a window, sang, moved to music, played chase games and tried to solve the problem of 'How do we run fast?' Sally planned and implemented play stations, learning centres, simple games and child-initiated activities.</p>  | <p>Incidental discussions with children provided information about their concepts of the skills. Sally continued to use the FMS Observation Records and tried to make observations in play situations. The children wrote letters to their fathers, some of which mentioned physical activities.</p> | <p><b>With the children</b><br/>Verbal and visual individual feedback. Class discussions and evaluation of learning experiences.</p> <p><b>With other teachers</b><br/>Shared methods of completing the FMS Observation Records.</p> <p><b>With families</b><br/>Sports carnival, at the door chats and letters to fathers that spontaneously included examples of FMS and physical activity.</p> |
| <p>Jo and Fiona watched the sprint run segment in the video, <i>Making the Right Moves</i>. They used the FMS Observation Records for each skill and found it easier to make judgements from a video of the children performing the skill than on the spot. Based on these observations, they grouped the children into beginning, developing and consolidating levels.</p> | <p>Fiona used a whole class approach to explicitly teach each skill then did some small group and partner work. Jo used a range of learning experiences in the classroom and during the daily 15 minute activity session. She incorporated FMS concepts in writing lists and oral discussions.</p>   | <p>Writing samples, daily reflections, viewing of the video tapes, focused observations, anecdotal records and measurement of speed and distance provided many different kinds and sources of information.</p>   | <p><b>With other teachers</b><br/>Jo and Fiona found it very useful to work together.</p> <p><b>With families</b><br/>The athletics carnival was a way of sharing the children's learning with the parents. Photos and stories about activity sessions were included in the newsletter.</p>   |

|   | <b>Background</b>  | <b>Identifying Children's Interests Strengths and Needs</b>  | <b>Choosing the Focus Skill/s and Identifying Learning Outcomes</b>  |
|---|--|--|--|
| <p><b>Janet</b></p> <p><i>I made myself come to school because I just love PE! – Working with children with movement difficulties</i></p> | <p>Janet is in charge of the physical education program for Years K-7. This story focuses on her program for fourteen 7 and 8 year olds who were identified as having movement difficulties.</p> | <p>The school emphasised academic achievement and competition. Many of these children did extra curricula activities (such as music lessons) that were often scheduled in PE time.</p>   | <p>Running, skipping, jumping and overhand throwing were chosen to develop skill proficiency in the hope that improved skills would encourage participation in all physical activity sessions.</p> <p>Janet intended to gather as much information as possible about the children's achievement of the HPE learning outcomes 'Knowledge and Understandings', 'Attitudes and Values', 'Skills for Physical Activity', 'Self-management Skills and 'Interpersonal Skills'.</p> |
| <p><b>Paul</b></p> <p><i>Yes, I can teach these children! – Beginning to teach FMS</i></p>  | <p>A year six class teacher, Paul taught PE to children in years 2-7 for one 30 to 45 minute session per week. This story focuses on children aged 6 to 8 years.</p>                             | <p>The school had a focus on fitness. The community were concerned about obesity. The children's main sporting interest was tee ball. Paul was already using a play stations model for physical education.</p>   | <p>Overhand throw, underhand throw, catch and two-handed strike were chosen as support skills for playing tee-ball. The focus Health and Physical Education learning outcome was 'Skills for Physical Activity'.</p>   |
| <p><b>Gordon</b></p> <p><i>Ha, Ha you can't jump over me! – Using children's strengths</i></p>  | <p>A teacher in an Aboriginal community school, Gordon taught daily fitness to a multi-age group of children aged 5 to 9 years and PE to his own class of 7 to 9 year olds.</p>                  | <p>The school had a focus on literacy and self-esteem. The community were interested in their children liking and attending school. The children were interested in sports celebrities – especially Aboriginal people. Physical activity was an area of strength for the children.</p> | <p>Underhand throw and jumping for distance were chosen because Gordon felt comfortable teaching these skills. The focus Health and Physical Education learning outcomes were 'Knowledge and Understandings', 'Skills for Physical Activity' and the English learning outcome 'Writing'.</p>   |

| Assesing Children's Levels of Achievement of FMS  | Planning and Implementing Learning Experiences  | Ongoing Assessment  | Sharing the Information  |
|---|---|---|--|
| <p>Janet set up play stations to focus on specific skill criteria. Partner work maximised participation and enabled the children to help and learn from each other. Janet used the FMS Observation Records for each skill to identify specific criteria to work on with each child.</p> | <p>Janet grouped the children based on the skill criteria they were proficiently performing. She worked with individual children while others did group work or individual activities. She made sure she individualised experiences to maximise success and participation. Whole class activities, circle activities, peer observation, self-reflection and play stations were implemented to provide many different ways of practising each skill.</p> | <p>Janet made anecdotal records about a few children in each session, took photographs of the children performing the skills and structured the school athletics carnival to enable the girls to achieve gold, silver and bronze medals based on improvement in their skill levels.</p> | <p><b>With children</b><br/>Feedback and discussions with the children about incidental events.</p> <p><b>With families</b><br/>End of year report using outcomes.</p>   |
| <p>Paul used the FMS Observation Records for each skill, first observing all children using the global check and then focusing on children who did not receive a ✓. He set up activity stations and took digital photographs of the children performing the skills.</p>                 | <p>Paul found he needed to set up more stations so the children were not waiting around as much. He explained the skill criteria in a whole class session and had the children move quickly into stations for each skill. He individualised activities for children with special needs. After 6 weeks Paul introduced a modified game of tee-ball.</p>  | <p>Paul continued to use the FMS Observation Records in physical education lessons but found it difficult to observe skills used during playground play or in short activity sessions.</p>  | <p><b>With children</b><br/>Feedback on difficulties and support in fine tuning skills.</p> <p><b>With families</b><br/>Used initial photographs for children's portfolios. Added four sentences for children to complete.</p> |
| <p>Gordon used the FMS Observation Records for 'Underhand throw' and 'Jump for distance' to observe children during fitness and activity sessions.</p>  | <p>Gordon designed activity stations to enable the children to practise the skills. He found the children were already very competent in these skills and capitalised on their proficiency to develop self-esteem and self-confidence. He developed activities to be more challenging for the children.</p>   | <p>Gordon continued to use the FMS Observation Records focusing on children in one or two stations in each session.</p>   | <p><b>With children</b><br/>Feedback delivered in different voices for fun and effect.</p> <p><b>With families</b><br/>Photographs, observations and reflections combined in an electronic portfolio.</p>                      |