

# Fundamental Movement Skills in Action

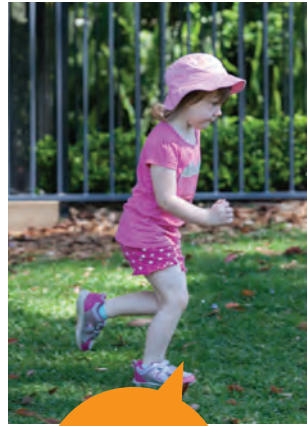
FMS for 3 – 5 year olds





# Running

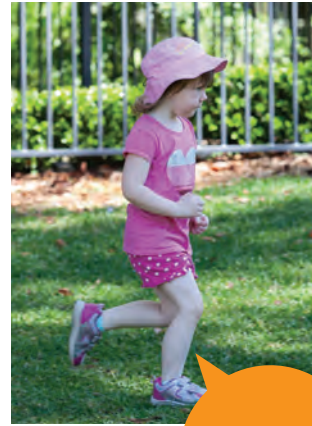
Eyes  
looking  
straight  
ahead.



Swing  
your  
arms.



Knees  
up.



**For the following activities, any locomotor skill can be used (running, hopping, galloping, side-sliding, leaping, jumping, skipping).**

## Fast Cars

Children stand in an allocated or marked out space. They each have a coloured cone or marker which is placed in the area – this is their garage. All players are given one of two car names (such as Ferrari or Porsche).

All children have to run around the space, being aware of others in the area and trying not to crash into other cars.

Children are parked when they stand next to their 'garage' (coloured marker). Call out different movements for the children to do. For example, "Porsches have a flat tyre" (could mean star jumps); "There is lots of traffic" (could mean move slowly); "You are late for work" (could mean move fast); "Ferraris – it is raining, you need to go back to your garage" (could mean run back to their cone and crouch down); or "You are lost" (could mean spin around in circles).

## What's the Time Mr Fox?

Set the children up like they are playing 'What's the time Mr Wolf?'. An educator is Mr Fox and stands in the middle. Children ask, "What's the time Mr Fox?" and the educator responds with "It's time to hop". The children then have to hop towards Mr Fox until he tells them to stop.

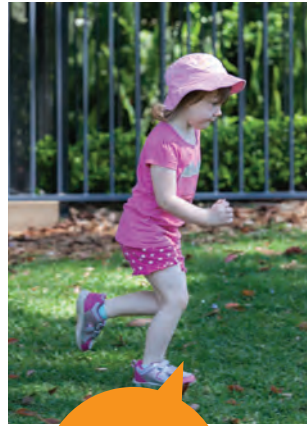
Repeat this using different movements. When the children get close to Mr Fox, he will answer with "it's midnight!" and chase the children back to where they started.

Further notes: You don't have to be Mr Fox. You could be Sleepy Bear, Grouchy Grandma, Big Baby or any character that children like. You can also get creative with the movements e.g. 'it's time to walk with one finger on your nose and one finger on your belly button'.



# Running

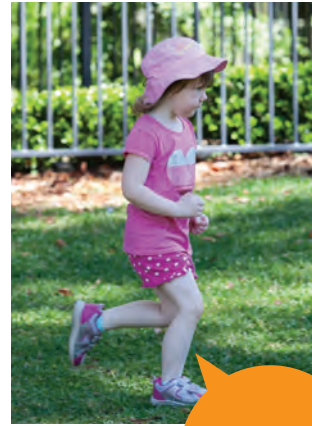
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## **Move Like a...**

Before children arrive for the day, cut out several pictures of animals from magazines such as horses, cats, rabbits, fish or turtles. Place these pictures in a large bowl and allow each child to pick an animal from the bowl, one at a time.

Give yourself lots of room and allow children to interpret the movements of the different animals. Make sure you give names to the movements as the children pick them out. For example, “Ryan picked a horse! Let’s all gallop like a horse!” or “Lauren picked the rabbit! Show me how you can hop like a rabbit”.

## **Colour/Texture Tag**

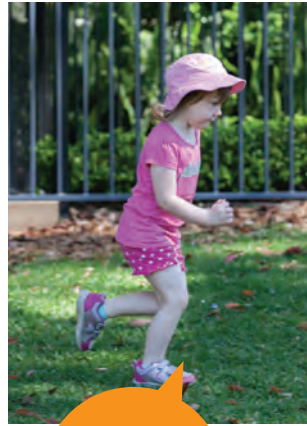
Play either inside or outside. On ‘go’ children must run to touch a specific object of a certain colour/texture/material. The children then run back to the teacher as fast as they can. Various locomotor movements can be used.

If children are learning numbers they might have to find a certain number of objects or if they are learning animals you can scatter pictures around the area that they have to identify.



# Running

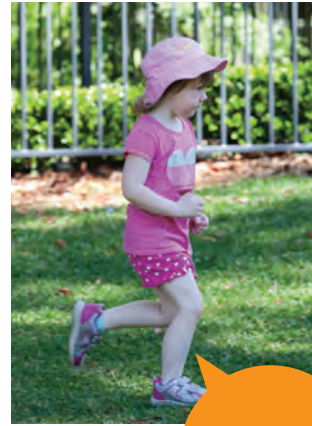
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## High-Five Relay

Separate children into teams. Mark out a running track.

Children will be running a relay. The first child runs up and back and has to high-five the next child in line. They then do the same until the whole team has finished.

## Rabbit Tag

Ask children to tuck scarves or braids into their waistbands. Children run around an area and try to steal the scarves off the other players. If they steal a scarf, they need to place it in the bag. If their scarf is stolen, they can get another scarf from the bag.

## Fruit Salad

This game is similar to Bull Rush. Mark out or designate a playing area. Place children into three or four teams and have one child be 'in' or the educator can be 'in'. Each team needs to name their team after a type of fruit such as banana, apple or kiwifruit. The child who is 'in' yells out one of the team names and they have to try and run across to the other side. If they are tagged, they become part of the fruit salad and help to catch the others. This continues until everyone is in.





# Leaping

Leap forward with one foot.



Land on opposite foot.



## Alligator Bop

Set up an array of obstacles such as skipping ropes or hoops. Imagine the children are on an adventure. On this adventure the children will need to get across some rivers and streams. They have to leap over the streams and rivers to avoid the alligators.

Make some easier and some harder (i.e. bigger or smaller).

## Rope Leap

Tie a rope to a pole and stretch it out so it forms one long line. Have an educator wiggle the rope like a snake. Children have to try and leap over the rope without touching it.

## Crocodile Leap

Draw two lines with chalk or use masking tape to mark out a V shape (two lines next to each other; at one end there is a small space between them and a big space at the other end). Children start off at the smaller end and work their way up as they leap further. You can pretend they are leaping across a river trying to not get eaten by the crocodiles.



## Hurdles

Place children into teams. Place some small objects where the children will be running which will act as hurdles. Children need to run up and back and tag the next person in line.

# Jumping

Swing your arms back and bend your knees.



Reach for the stars.



Bend knees to land.

## Obstacle Course

Set up an obstacle course with small objects that children can jump over such as balls or toys. Draw arrows with chalk or masking tape so children know which way to travel. Ask children to move their way around the obstacle course.

Option: Play music – when music starts, children make their way around the course. When the music stops, children stop.

## Lily Pad Jumping

On a soft-fall or grassed area, mark a start line for children to stand on. Use chalk, masking tape, hoops or carpet squares to mark four lily pads stretching out in a straight line from the start mark. Place a marker five to 10 metres from the last lily pad to mark the finish line. You can do multiple lines of lily pads depending on the number of children. Ask children to jump like frogs (or kangaroos) onto each lily pad. Once they reach the final one they run to the end cone and back to the end of the line.

## Crocodile Jump

Draw two lines with chalk or use masking tape to mark out a V shape (two lines next to each other; at one end there is a small space between them and a big space at the other end).

Children start off at the smaller end and work their way up as they jump further. You can pretend they are jumping across a river trying to not get eaten by the crocodiles.

## Kangaroo Relay

Place children in teams and set up for a relay. Instead of running, children have to jump like kangaroos. Children have to jump up and back and tag the next person in line.



# Hopping

Stand on one leg and bend the opposite leg.

Bend arms at elbows.



Spring off your foot.



Use arm swing and leg swing to help you hop.



## Hopscotch

Draw out a hopscotch with chalk or masking tape. Ask children to jump and hop through the squares.



## Ship to Shore

In a designated area, lay out sheets of newspaper which represent islands. Children need to move around the area hopping only on the islands, trying to avoid falling in the ocean. You can vary the skill being used such as jumping or leaping instead.

## Hopping Relay

Split children into teams. Place four hoops or discs one after the other, in front of each team. The hoops need to be close enough together for the children to hop through. The first child has to hop through the hoops and hop back to tag the next child in line. Continue until the whole team has finished.

## Fruit Salad

This game is similar to Bull Rush. Mark out or designate a playing area. Place children into three or four teams. One child or the educator can be 'in'. Each team needs to name their team after a type of fruit such as banana, apple or kiwifruit. The child who is 'in' yells out one of the team names and they have to try and hop across to the other side. If they are tagged, they become part of the fruit salad and help to catch the others. This continues until everyone is 'in'.

## Hoop Count

In a room or in an outside area, place a number of hoops in different locations. Explain to children that when the music plays they have to move around the space by hopping, alternating legs every few hops.

When the music stops, you will call out a number. The children then need to group themselves in the hoops with that number of children in each hoop. Leftover children can stand in another hoop. If there are leftover children, they have to count out loud and make sure each hoop has the right number of people (assisted by you if necessary). Continue this using different numbers each time.

# Side-sliding

Take a  
side step.



Draw a line  
(drag/slide)  
with the  
other foot to  
meet.



Slide  
together,  
slide  
together.



## Old Grey Cat

Ask children to form a circle with two or three children in the middle (they are the 'old grey cats'). Children hold hands and side-slide either clockwise or anti-clockwise together. As they move they sing "I'm a little bird and I live in a tree, you're an old grey cat and you can't catch me". Once the children finish the song they have to run away from the cats. The 'old grey cats' have to try and catch them. Then choose other children to be the 'old grey cats'.

## Snail Relay

Separate children into teams. Mark out a relay track. Children will be running a relay but instead of running they will be sliding like snails. The first child side-slides up and back and has to high five the next child in line. They then do the same until the whole team has finished.

## Shape Game

Cut out coloured shapes from laminated paper. Have a variety of different colours for each shape. Place them around a designated area on the ground. When the music starts, ask children to side-slide around the shapes. When the music stops they have to stand on one of the shapes. If there are not enough shapes, the children can share by either having a body part touching the shape or touching someone who is touching the shape. You can ask children questions like 'who is standing on a square?' and 'what colour is the square you are on?'. To make it harder, next time specify that children have to find a red shape or everyone has to find a circle. You can change the mode of travel such as running or hopping.

## Line Sliding

Mark out a line with chalk or masking tape and ask the children to side-slide along the line.





# Galloping

Step forward with one foot.



Second foot pushes the front foot in the air.



Toe to heel.



## Freeze Gallop

While music is playing (Country and Western if you have any) ask children to gallop around an area pretending they are horses. When the music stops they have to freeze.

## Galloping Relay

Split children into teams. The first child gallops up to the end and back to tag the next child. Continue until the whole team has finished.

## Red Light, Green Light

One child is the traffic controller, the rest are horses. Ask the horses to line up along a line with the traffic controller facing them 20 to 30 metres away. When the traffic controller says 'green light' the horses have to gallop forward. When the traffic controller says 'red light' the horses have to stop. Once they reach the traffic controller, ask another child to be in and gallop in the other direction.

## Gallop Around the Numbers

Ask each child to write an assigned number on the ground in a designated area with chalk. Make sure the numbers are large so each child can easily read them. Explain that you will call out a number randomly and when you do, each child needs to gallop to that number and stand on it. They need to stay there until you call the next number. If some children get there first, ask them to encourage others until they get to the number. You could also use colours rather than numbers, objects in the yard or even play inside.

## Move Like a...

Before children arrive for the day, cut out several pictures of animals from magazines such as horses, cats, rabbits, fish or turtles. Place these pictures in a large bowl and allow each child to pick an animal from the bowl, one at a time.

Give yourself lots of room and allow children to interpret the movements of the different animals. Make sure you give names to the movements as the children pick them out. For example, "Ryan picked a horse! Let's all gallop like a horse!" or "Lauren picked the rabbit! Show me how you can hop like a rabbit".

# Skipping

Step  
forward.



Step  
forward  
on opposite  
foot.



Hop.



Hop.



## Eggs in the Nest

Mark out a square and place a hoop filled with bean bags in the centre (allow enough space for children to skip 5 times to the hoop). Split children into teams (2 or 4 depending on numbers) and have the teams line up at each corner of the square facing the hoop. On your call, children from each team skip one at a time to the hoop, pick up one bean bag and take it back to their nest (corner).

Once all bean bags are gone, ask the children to count how many bean bags they have.

Option: Allow the team to take bean bags from other team's nests once they are all gone from the hoop.

## Frost to Thaw

Mark out a zone with markers/cones. Choose one child to be Frost and one child to be Thaw. Ask all the children to skip around the zone. Frost tries to tag as many of the other children as possible.

Once tagged, they must freeze on the spot. Thaw can melt these children by touching them. They can then re-join the game.

## Builders & Bulldozers

Mark out a zone with markers. Place cones in the zone (half upright and half upside down).

Divide children into two groups. Tell one group they are the builders (must keep the cones upright). Tell the second group they are bulldozers (must flip the cones upside down).

Ask the children to skip around the zone and flip the cones either upright or upside down depending on what group they are in.

# Catching

Hands  
out in  
front.



Keep your  
eyes on the  
ball.



Catch with  
both hands  
and bring ball  
to chest.

## Straddle Ball

Ask children to stand in a circle with their legs far enough apart for a ball to roll through and each child's feet touching the feet of the children either side of them. One child starts with the ball and tries to roll it through someone else's legs. They try and stop it with their hands, pick it up and do the same.

## Balloon Catching

Place children in pairs with a balloon between them. Ask them to throw the balloon between themselves. To make it harder use a large ball instead.

## Volleyball

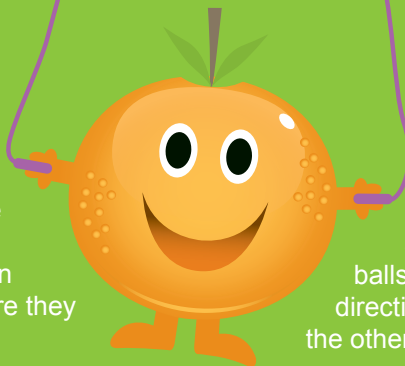
Put children in pairs and ask them to line up facing each other. Put a line of cones down the middle (this is the net). Children throw the ball to one another, making sure they get it over the 'net'.

## Beat the Ball

Ask children to stand in a circle, close enough so they can easily pass a ball to the person beside them. One of the children in the circle is 'in'. When the teacher says 'go' that child has to run (or skip, hop, jump, gallop) around the outside of the circle and get back to their spot before the ball gets back to the start. You can make it harder by asking the children to spread out so that they are throwing the ball rather than passing it and the child who is 'in' has to run further.

## Ball Chaser

Ask children to stand in a circle, close enough to each other to pass a ball without throwing. You will need two balls (small balls make it harder, large balls make it easier). Have each ball start on opposite sides of the circle. When you say go, both balls will be passed around the circle in the same direction. The idea is to not let one ball catch up to the other. If this happens, start again.





# Overarm throwing

Point  
to your  
target.



Swing arm  
back, step  
and throw.



The throwing  
hand follows  
through across  
body towards  
hip.

## Keep the Fruit Bowl Full

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Start off by explaining to the children that fruit is a great snack because it's healthy and it's yummy. Tell them it is important that the fruit bowl is kept full so they can grab a piece of fruit whenever they like. Ask children to stand in a large circle with two hoops in the middle with bean bags inside the hoops. Two children are 'in'. They each need to stand beside one of the 'fruit bowls'. The children who are 'in' are trying to empty the 'fruit bowl'. They need to throw one bean bag at a time out into the area where the other children are standing. The other children need to collect the bean bags one at a time and run and place them back in the 'fruit bowl'. After about 30 seconds, swap the children who are 'in'.

## Bombardment

Set up two lines of cones opposite each other approximately five metres apart. Split your group into two teams and have them stand behind the lines of cones, facing each other.

Use bean bags or scrunched up newspaper as balls. The aim of the game is for the children to overarm throw the balls/bean bags over the other team's line. The team who has the least balls/bean bags on their side when the educator says 'stop' is the winner.

## Bucket Throw

Ask children to form a circle with a hoop (or basket/bucket) in the middle. Ask children to over-arm throw bean bags into the hoop.

## Target Throwing

Draw targets on an outside wall or stick targets on an inside wall (targets can be made out of cardboard or material). Ask children to line up and throw bean bags at the target, one at a time.





# Overarm throwing

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## Snowball Clean Up

Using newspaper, ask children to scrunch up 'snowballs' and use masking tape to keep them together. Place a line down the middle (like a tennis court) with masking tape. At each end place a basket or hoop containing the snowballs.

Split group into two teams (four or five players on each is ideal) and have the teams stand on either side of the line. When you give the signal, children grab one snowball at a time and try to throw it over the line. When you say stop, the team with the most snowballs over the line wins.



## Feeding the Animals

You will need some pictures of animals printed out on A4 paper for this game (an elephant, tiger, frog, kangaroo, emu and horse). Each of these animals represents an action: elephant (stomping); tiger (crawling); frog (hopping); kangaroo (jumping); emu (running); and horse (galloping). Ask children to stand in a large circle with the animal pictures spread out in the middle. Each child holds one bean bag. When you say the name of one of the animals, the children need to try and throw their bean bag onto that picture. They then have to count how many bean bags landed on the picture. When they collect their bean bag they have to do the action of that animal, e.g. if it was horse, they all have to gallop.

# Kicking

Step  
next to  
the ball.



Eyes on  
the ball.



Use your  
laces not  
your toe.

## Number Kicking

Using chalk or tape, draw numbers on the lower part of a wall so children can kick at them (choose whatever numbers you like – draw them big enough for children to read them easily). Ask each child to go one at a time (or two at a time for larger groups). Each time, nominate a child and allocate them a number. They then put the ball on the ground and kick the ball, trying to hit that number.

## Soccer Skittles

Use skittles or milk cartons. Ask children to kick a ball and try to knock them over.

## Balloon Kick

Give each child a balloon and ask them to try and keep the balloon up in the air using only their feet.

## Across the River

Divide group into two teams. Mark out a playing space similar to a tennis court but with an area in the middle (the river) that children have to kick the ball across. Essentially you should end up with three rectangular areas with one team in both of the outer rectangles. Each child starts off with a ball at their feet. When you say go, they have to try and kick their ball across the river into the other team's area. They then have to try and keep their own area clear of balls by kicking them back. Children cannot jump in the river to retrieve balls. After an appropriate amount of time (when balls become too scattered or children lose focus), evenly distribute the balls and start again.

## Gates

Set up cones or markers as goals in a large area. Demonstrate to children how to kick. Then ask each child, one at a time, to have a go at kicking the ball into the goal.

Widen the goals to make it easier. Ask children to dribble the ball before kicking it into the goal to make it harder.

# Striking a stationary ball

Stand  
side-on.



Hold the  
bat with  
both  
hands.



Swing  
backwards  
and through.



## T-Ball

Use a T-Ball stand if you have one. If you don't, you can place a ball on top of something like a kitchen stool, a box or a chair – anything you can find that is the right height for children to hit a ball off. Divide the children into two teams and set up an area like a baseball diamond with three bases and the T-Ball stand. Nominate one team to go first at batting – you could use a pool noodle if you don't have a bat. Assist each child to ensure they are batting correctly (standing side on, swing the bat backwards and then follow through after hitting the ball). Make it easier by reducing the size of the area or increase the size to make it harder.



## Golf

Use a pool noodle cut in half and crunched up newspaper as balls. Ask children to line up along a line and hit their balls like they are playing golf. If there is not enough equipment for everyone, ask children to have a couple of turns and then swap.

## Stocking Strike

Place a ball or crunched up newspaper into the end of an old stocking. Hang it from an overhead structure like a tree branch, veranda or roof. Children can use a pool noodle or a bat to practise striking.



# Stationary dribbling

Eyes on  
the ball.



Use soft  
fingers  
not palm.



## Bouncing Balls

Give each child one large, bouncy ball. Use a free space outside to bounce balls. Demonstrate each activity and encourage the children to follow. Ask the children to:

- Throw the ball up in the air and catch it
- Throw the ball up in the air and let it bounce once before catching it
- Hold the ball at waist height, push the ball down (say “soft fingers”) and catch it as it bounces back
- Bounce the ball on the ground twice or more and catch it.

## Relay Races

Place children into teams and have relay races dribbling the ball up to a cone and back.



## Dribble with Shapes

Cut out large coloured shapes (triangle, square, rectangle, circle or hexagon) to stick on an inside or outside wall far enough apart so that children can hit one easily with a ball. Choose one or two children at a time and nominate them a shape that they have to aim for. They each have to bounce a ball three times and then throw the ball at the wall, aiming to hit the shape they are given. They then collect the ball and pass it on to the next child. You can use numbers, animals or letters instead of shapes.



# Underarm throwing

Hold the ball in one hand.



Bend your knees.

Step forward.



Swing behind and through.

## Fruit & Veg Splat

Place pictures of fruit and vegetables on the ground. Spread the children out around the pictures with a bean bag in one hand.

When you call out 'splat!' children underarm throw their bean bag to a picture of their choice.

Discuss the fruit and vegetables their bean bags lands on with the children.



## 1, 2, 3 in the Box

Ask the children to form a circle around a box.

On the count of 3, ask the children to underarm throw a bean bag or ball into the box at the same time. Ask the children to help you count how many made it into the box.

## Knocking Bottles

Set up bottles in a triangular formation.

Ask the children to stand behind a line with bean bags in hand.

On your call, ask the children to underarm throw their bean bags towards the bottles.

## Throwing Snowballs

Stick pictures of snowmen on a wall or fence. Have children line up behind a line in front of a snowman with a snow ball (this can be any small ball) in one hand.

On your call, ask the children to underarm throw their snow balls at the snowmen.

## Useful Equipment

- Mini trampoline
- Skittles (or milk bottles)
- Carpet squares
- Goals
- Crash mat
- Buckets and baskets
- Skipping ropes
- Various sized and textured balls
- Hurdles (or cones and rods)
- Bean bags
- Bats (or noodles)
- Galloping horses
- Balls in the end of stockings
- Hopscotch
- Balloons
- Hoops
- Cones or coloured discs
- Cardboard boxes
- Streamers
- Masking tape
- T-Ball stand
- Chalk

**The following children's games can be modified to incorporate FMS by changing the locomotor skill used:**

- Duck, Duck, Goose
- What's the Time Mr Wolf?
- Bull Rush
- Stuck in the Mud
- Tagging games
- Simon Says – Simon says... hop, skip, jump, leap, gallop etc.

## Encouraging Children to Practise FMS

A good way to encourage children to practise fundamental movement skills is to have equipment out when they are engaged in free, active play. For example:

- Place hoops around the yard for children to hop or jump through
- Set up hurdles for children to leap over
- Place different sized balls in one part of the yard where children can throw, catch and kick with each other
- Set up a T-ball stand with a short pool noodle for practising striking a ball.

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