

# FUNDAMENTAL MOVEMENT SKILLS

THE BUILDING BLOCKS OF PHYSICAL EDUCATION

*Version 1*

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# Introduction and Rationale

This resource has been developed to support the teaching of fundamental movement skills (FMS) and how they are integrated into games, sports and physical activities across the curriculum. Many teachers in Victoria use the [DET FMS Manual](#) as their “go to” resource when teaching and assessing FMS in primary school. Used in conjunction with the [DET FMS: Activities Resources for Classroom Teachers](#) or other like resources, an unintended outcome of these resources can be individual FMS being assessed and taught in an isolated manner.

This resource addresses FMS within the context of the Victorian Curriculum from an integrated and holistic perspective. Each FMS in this resource had been considered from Foundation to Level 10 of the Victorian Curriculum within the following framework:

Level	Key Focus
F- 2 Lower Primary	Teaching FMS skill components within a variety of games, activities and movement concepts. Focus on the key elements of individual skills and initial integration and teaching of skill combinations.
3- 6 Middle – Upper Primary	Further development of FMS skills into integrated skill combinations applied in modified sports (sport specific skills (SSS)) and games, movement and rhythmic sequences. Application of game and movement concepts and strategies across multiple sports, movements and recreational activities.
7 – 10 Secondary	Performance of complex movements in sports, movement and recreational contexts. Focus on performing, applying and understanding of movement and movement concepts and strategies.

## Included at each level are:

- Links to the Victorian Curriculum, with specific FMS criteria provided for each locomotor and object control skill at F-2.
- Purpose and application: Example ideas which can be expanded, restated, in part or whole, as learning intentions.
- Example activity ideas: These support teachers in understanding the complexity and progression of activities at different levels. These activity ideas can be expanded upon to introduce, teach and provide opportunities for transfer of FMS, SSS, movement concepts and strategies.

We deliberately decided not to provide detailed activities, specific lesson or unit plans. Our encouragement is for teachers to use this resource as a stimulus for teaching FMS from an isolated skill through to being applied in quite complex situations. The more complex applications could vary from performing a movement, understanding how the movement is applied strategically or through observing, analysing and providing feedback on the movement of another student.

# What are Fundamental Movement Skills?

Fundamental Movement Skills (FMS) are those foundation movements, or building blocks, which contribute to the development of more specialised, complex skills used in games, sports, dance, gymnastics and fitness and recreational activities (Gallahue, Ozmun and Goodway, 2012). When developed, FMS can be used anywhere from backyard activities through to competitive sporting situations. The focus of this resource is the development of FMS in school based physical education to encourage a wider choice of activities in multiple settings.

Important concepts to be understood when teaching FMS include:

- FMS have specific and observable components.
- The FMS components develop in a sequential manner over time.
- The rate of FMS development will vary between individuals based on factors including their genetics, the environment in which they live and the quality of teaching and/or coaching they receive.

Because FMS do not often fully develop naturally, the skills need to be taught and practised (Gagen and Getchell, 2006). The motor learning literature suggests most children (girls and boys) are developmentally capable of mastering most FMS by Grade 4 (approximately 10 years old). This can be achieved through the provision of age and developmentally appropriate activities which include quality instructions, demonstrations and performance related feedback. There needs to be a variety of relevant, enjoyable and challenging practice activities taught within a positive learning environment (Gallahue et al, 2012).

## Why are they important?

FMS are precursor movements to many sport, activity and recreational skills and movements. It is essential students develop the confidence and competence in FMS to a level where they can independently engage in a variety of activities. For example, a student with low catching skills may not be successful when participating in activities requiring this skill to be performed competently. These could include netball, basketball, cricket, softball, ultimate and the many other sports and activities that involve catching. This situation could lead to a lack of success and student withdrawing from these and similar activities.

These building blocks for more developmentally advanced movement forms have been organised into different categories as outlined in Table 1. (Gallahue et al, 2012). However, even when FMS are divided into categories, it is important to understand elements of each category are present within different skills. For example, kicking a ball requires weight transfer (step in opposition) and all locomotor and object control skills have elements of balance. The list in Table 1 is not exhaustive but is reflective of FMS frequently addressed in the literature and taught in the HPE curriculum in many schools.

Table 1: Fundamental Movement Skills

Non- Locomotor	Locomotor	Object Control
Balance (S) Transferring weight	Walk Run Horizontal Jump Vertical Jump Leap Hop Dodge Skip Gallop/Slide	Overarm Throw Underhand Roll/Throw Catch Kick Punt Bounce Strike (forehand, two-handed)

The importance of developing a sound base of FMS is further highlighted in Figure 1. Each of the skills within these sports and recreational activities show clear links to components of the overhand throw. In each skill, the performer steps forward on to the foot opposite to the throwing (striking) arm for balance and to facilitate force development. Within the overhand throw this component of the skill should develop by the time a child is 7 to 9 years of age either through play, junior sport or recreational activities, or during school based physical education. An individual lacking competence and confidence in the overarm throw may be limited in their ability to transfer learning to sport specific skills. This could further limit access to sports and activities requiring these skills for successful involvement.



Figure 1: Relationship between Fundamental Motor Skills and Sport Specific Skills (Overhand Throw).

When discussing FMS development in contexts such as sport, recreation and related activities, it is important to think beyond traditional “sport”. In the sections of this resource where we focus on the FMS listed in Table 1 we have included examples across multiple areas including: games, sports, gymnastics, dance and rhythm, recreation and outdoor activities. These activities can be performed more efficiently and effectively when a broad foundation of FMS are developed.

Traditionally the importance of developing FMS has been associated with application of those skills in specific activities. Importantly, there is a growing body of research reporting that individuals motor competence is a precursor to physical activity participation and requisite health benefits across the lifespan. Developing motor competence in individuals has been associated with:

- Increases in physical activity (Logan et al 2015)
- Increases in health-related fitness (Barnett, et al, 2008)
- Increases in perceived competence (Lubans, et al, 2010)

## FMS and the Victorian Curriculum

For the purpose of this resource links have been made directly to the Victorian Curriculum. However, an analysis of any school Health and Physical Education curriculum should find FMS within the curriculum irrespective of structure. The development of movement (FMS) skills are clearly embedded within the Rationale of the Victorian Curriculum: Health and Physical Education:

*Integral to Health and Physical Education is the **acquisition of movement skills**, concepts and strategies that enable students to **confidently and competently** participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, ....”*

<https://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/rationale-and-aims>

In addition, stated in the sub-strand of *Moving the Body*:

*The curriculum lays the important early foundations of play and **fundamental movement skills**. It focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance and move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activities.*

<https://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/introduction/structure>

FMS are identified as one of 12 specific focus area within the Victorian Curriculum and contribute meaningfully to other movement and physical activity focus areas, including:

- active play and minor games,
- challenge and adventure activities,
- games and sports,
- lifelong physical activities; and
- rhythmic and expressive activities.

A balanced Physical Education program should place a major focus on FMS in the early to mid-primary school years (F-4). Highlighted in Figure 2 are Content Descriptions from the Victorian Curriculum which make explicit reference to **fundamental** motor skills. Even though many children do not develop competency in FMS by the end of level (grade) 4 it is important to note the change in wording at Levels 5 and 6 to **specialised** movement skills – skills that build on and/or combine elements of different FMS for more specialised application. The implications for planning, teaching, assessing and reporting on FMS within the school context becomes more challenging for teachers when students have not attained the expected skill level. A strength of this resource is that it allows the teacher to consider examples across a range of levels.

	Foundation	Levels 1 and 2	Levels 3 and 4	Levels 5 and 6
Moving the Body	<p>Practice fundamental movement skills and movement sequence using different body parts in response to stimuli in indoor, outdoor and aquatic settings.</p> <p>Participate in games with and without equipment.</p>	<p>Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings.</p> <p>Construct and perform imaginative and original movement sequences in response to stimuli.</p> <p>Create and participate in games</p>	<p>Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings</p> <p>Perform movement sequence which link fundamental movement skills.</p> <p>Practise and apply movement strategies and concepts.</p>	<p>Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings.</p> <p>Design and perform a variety of movement sequences.</p> <p>Propose and apply movement concepts and strategies.</p>

Figure 2: Victorian Curriculum: FMS progression continuum.

Many physical education teachers in Victoria would be familiar with Figure 3. This figure has been included to reinforce key planning principles that should be considered by HPE teachers when developing their FMS scope and sequence. These questions include:

1. How many FMS can be realistically introduced and taught with the expectation of improvement at any one year or level?
2. Over how many units, semesters and years will each FMS need to be introduced, refined and developed?
3. Within any unit should the focus be on teaching the entire skill or on components within the skill?
4. How will each student's current skill level, their level of maturation and quality of previous practice and instruction impact the time/practice needed to further develop each FMS?
5. Based on difficulty, should some FMS be introduced before others? For example, the sidearm strike may be more difficult to learn than the catch? Run before the skip?
6. What does "mastered" mean – does the skill need to be perfected before it can be functionally applied in an activity, game or recreational setting?

Your answers to these questions will vary with your approach to planning, teaching and learning; your students; time available for PE; and the context in which you teach. What we do know though, and what we have observed with many teachers we work with, is expecting a class of students to develop a skill in its entirety within one FMS unit is an unrealistic expectation. If you have not asked these questions before, or you are not familiar with the discipline knowledge that underpin these questions we would encourage you to contact ACHPER Victoria for additional support.

FMS	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
Catch	Introduced	→	Mastered			
Kick	Introduced	→	→	Mastered		
Run	Introduced	→	Mastered			
Vertical Jump	Introduced	→	Mastered			
Overhand Throw		Introduced	→	→	Mastered	
Ball Bounce		Introduced	→	Mastered		
Leap		Introduced	→	Mastered		
Dodge		Introduced	→	Mastered		
Punt			Introduced	→	Mastered	
Forehand Strike			Introduced	→	→	Mastered
THSA Strike			Introduced	→	→	Mastered

Figure 3: Suggested levels to introduce FMS (Source: *Fundamental Motor Skills – A Manual for Classroom Teachers, 1996*)

## Teaching FMS

There are multiple ways through which FMS can be taught. It is important to understand FMS is a **content area**, not a teaching method, as has been proposed elsewhere (Kirk, D. (2010)). There are several approaches a teacher may choose to use and ultimately it is the pedagogical decision of the teacher based on their school context which is of utmost importance (Barnett, et, al., 2016). Approaches where improvements in FMS competency have been observed include:

- Skill theme approach - primary school (Graham, Holt/Hale, Parker, 2010)
- Play Practice model – primary/secondary (Lauder & Piltz, 2013)
- A mastery approach – primary (Robinson, Rudisill, & Goodway, 2009)
- A mastery approach – secondary (Kalaja et. Al., 2012)
- SAAFE autonomous model – primary/secondary (Cohen, et. Al., 2015)<sup>1</sup>
- STEP model – primary/secondary (Rudd, O’Callaghan & Williams, 2019)
- Non-linear pedagogies (Chow and Renshaw, 2018)

The decision to teach in a certain way is completely up to you. You need to feel confident, comfortable and competent with the decision you make. We would expect the approach taken to teach a student new to learning the catch with a focus on watching the ball, to be different to how you would teach a student to move into space and receive (catch and control) a ball within the context of an invasion game. Depending on your understanding of these and other approaches to teaching FMS we would encourage you to continually build your knowledge of the content (FMS) and pedagogy or teaching practices to improve the FMS capacity of the children you teach.

## Individual Skill Sequences

Included in this resource for the 11 FMS that were in the original DET FMS Manual is important information about the developmental sequence of those skills. Using the run as an example note the differences in order when comparing the temporal and developmental or learned sequence of the skill. The temporal sequence is what we refer to as the order in which the mature performer would demonstrate the skill. The developmental or learned sequence represents the order in which the skill develops.

In the example below note the last (5<sup>th</sup>) component of the run normally appears before the 4<sup>th</sup> component of the run. This has important implications for instruction and assessment. Many teachers would normally teach a skill from beginning to end in a temporal sequence. However, as evidenced with the run the teacher should expect the “*body to lean slightly forward*” to appear before the student “*contacts the ground with the front part of the foot*”.

### Temporal Sequence:

#### Run Components:

1. Eyes focused forward throughout the run
2. Knees bend at right angles during the recovery phase
3. Arms bend at elbows and move in opposition to legs
4. Contact ground with front part of foot
5. Body leans slightly forward

### Developmental or Learned Sequence:

Fundamental Motor Skill	Age 5	Age 6	Age 7	Age 8	Age 9
Run	1	2	3	5	4

When using this resource, it is important to reference the development sequence when provided to ensure they are being taught and assessed in the correct order.

# Non-locomotor Skills

When performing fundamental movement skills (FMS), non-locomotor skills refers to those movements where the base of support does not move. Within this category there are many movements including twisting, turning, bending, pulling and pushing. For the purpose of this resource, we have addressed two specific aspects of non-locomotor movements, balance and transfer of weight.

Balance and weight transfer have been specifically addressed because both of these aspects of non-locomotor skills occur in virtually all locomotor and object control skills. Presented in this section of the resource these two non-locomotor skills, or elements of movement, are addressed in depth. Many of the examples provided refer to the skills found in other sections of this resource. Depending on the needs of your students you may decide to develop balance and/or transfer of weight as a separate unit or focus on these skills within the context of teaching other FMS.

## Balance

Balance is an essential component of all fundamental movement skills. An individual's balance enables them to gain and maintain control of their body as they move through and explore space. Every position or movement (other than lying flat on your back) involves an element of balance or stabilisation of the body or a body part. Balance can be defined as the ability to sense shifts in the body parts and to adjust rapidly to these changes with appropriate movements. The body system responsible for controlling this is referred to as postural control and enables the body to adjust for the dual purposes of stability and orientation. Depending on the specific aspects of the movement some of the adjustments can be termed reflexive (automatic) while others can be learned and developed through instruction and practice. For example, if an individual suddenly trips and falls forward, the arms should come forward automatically to protect the fall, and the head normally responds upward to reorient the body. This is a protective reflex. A person can improve their balance while hopping or jumping by fixing their eyes on a target in front of them. This could occur after a teacher provides feedback about not looking down but to look forward when practicing these FMS.

Within the physical education context, we encourage teachers to view each movement as having an element of balance, rather than considering balance from either a static or dynamic perspective as depicted in some resources. For example, balance has been taught via activities such as a one-foot stork stand, walking along a line or a low balance beam. While these activities may assist in learning how to control the body, we would argue that performing "balance" in these isolated activities provides little transfer to the role balance plays in movement and activities experienced throughout the day. Observing how a person's body reacts and responds can provide some information when observing a student stand on one foot, but the actual task is rarely, if ever, used in other FMS.

Within the physical education context and the development of FMS, there are three important aspects of balance to consider:

<b>1. Balance required as the mover slows down and stops</b>	Running, leaping/jumping and maintaining a balanced landing in sports such as netball; in dance and gymnastic sequences; placing the non-kicking foot before kicking a football
<b>2. Balance required while the body (base of support) remains stationary (often for only a short time period)</b>	While twisting, turning or bending in gymnastics; pivoting before passing a netball; holding a plank position in a fitness circuit
<b>3. Balance required to start and continue a movement</b>	Sprinting and then doing a high jump; Moving and changing direction in relation to other objects and people

We understand balance and stability skills are extremely complex skill and recognise the attention Rudd et al (2015) have drawn to this important element of FMS. This resource will primarily focus on the application of balance within selected locomotor and object control skills.

<b>Issues with balance to look for :</b>	<ul style="list-style-type: none"> <li>• Visually checking their body parts</li> </ul>
<ul style="list-style-type: none"> <li>• Using arms to maintain stability and not to generate force</li> </ul>	<ul style="list-style-type: none"> <li>• Wide base of support to maintain stability</li> </ul>
<ul style="list-style-type: none"> <li>• More stable on one side of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty holding a position</li> </ul>

Year level Key Focus

**Foundation to Level 2: Practise and perform FMS in a variety of settings**

Practise and perform movements in different activity settings.

Focus on students understanding and performing aspects of balance including:

- Base of support in different positions
- Body control in static positions
- Body control when moving and stopping
- Move in different directions with control
- Landing from a low height

Sample Victorian Curriculum Links:

- Foundation - [VCHPEM064](#)
- Levels 1 and 2 - [VCHPEM080](#)

Purpose/Application

- Performing locomotor skills in varying directions from one point to another.
- Creating movement sequences without equipment
- Performing movement skills involving small equipment (either going over, under or carrying)
- Responding with movement to a rhythmic beat
- Demonstrating stable (balanced) positions and describing what assists in maintaining balance
- Performing locomotor movements using different body parts
- Performing movement skills involving controlling objects with equipment and different parts of the body
- Introduce children to dominant movement patterns including statics, landings, springs, rotations

Example Activities/Questions

Play based-locomotor activities (with and without music) such as tiggly games, tag the shadow, cross the river, circuits and obstacle courses, including the run, hop, skip, gallop, jump,. Observe student head position, width/narrowness of base of support and use of arms for balance.

Maintain balance during movement sequences (e.g.: hopscotch, sequence of wide, narrow and curled shapes)

Balance on different bases of support, combining levels and shapes (e.g.: balance with 2 hands or 1 foot on ground, make a shape while balancing on 3 body parts)

Question students about balance:

- How do you keep your body still after you jump down from a low height?
- How do you keep still when balancing on one leg?
- What do you need to do to stop quickly?

Musical statues where students move using different locomotor skills, music stops freeze and make different shapes (e.g.: mimic animal movements, high, low, narrow wide, tall, small)

Practice different movements changing speed, direction and level of movement with and without music (e.g.: in relay formations – walking low, on toes, slow, fast, galloping, leaping, jumping, hopping, skipping, animal walks etc...) Observe student ability to maintain control when stopping, starting, changing directions.

Using a rope, poly dots or tape (make lines or different shapes) students walk, jump, hop: “along, on, over, behind, into, out of”. Add your own vocabulary or ask students to describe their movements. Move while carrying a small object such as a bean bag or small ball – Does this change how you use your arms?

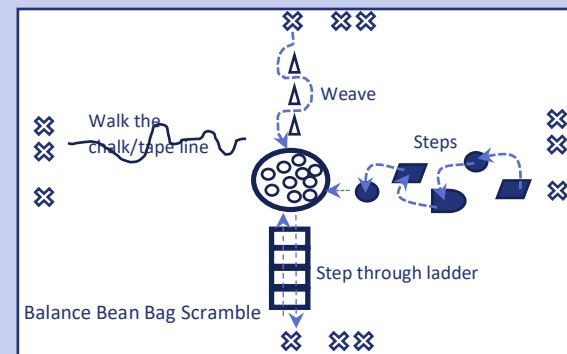
Play follow the leader and copy balances of partner(s)

Play mirror games where you copy the person(s) opposite you or in your group.

Explore how focusing on one spot in space vs looking around can impact balance (e.g.: when walking on a beam, spinning)

Gymnastics specific activities:

- Balance/Shapes, e.g. bunny hop, arabesque, knee scale, v-sit, tuck sit, front support, back support, side support, L-sit, candlestick, scorpion kick, handstand, cat shape, tuck shape, star shape
- Landings: motorbike, into a hoop, off small bench into hoop, beat board to land, beat board backward landing, jump and land off a shape



**Year level Key Focus**

**Levels 3 to 6: Practise and refine FMS and specialised movement skills in a range of settings**

With a focus on stability and balance, practise and refine movement and specialised movement skills in a range of settings. Achieve movement outcomes, solve movement challenges and apply elements of movement when creating movement sequences.

Sample Victorian Curriculum Links:

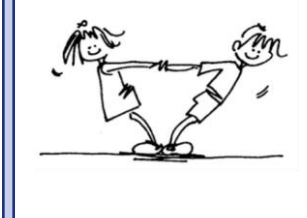
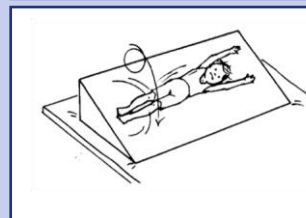
- Levels 3 and 4 - [VCHPEM097](#), [VCHPEM098](#), [VCHPEM099](#), [VCHPEM101](#)
- Levels 5 and 6 - [VCHPEM115](#), [VCHPEM116](#), [VCHPEM117](#), [VCHPEM119](#)

**Purpose/Application**

- Performing activities or routines where locomotor and object control skills are combined to complete a movement sequence
- Exploring centre of gravity and stability as they perform balance, tumbling, weight transfer and flight activities
- Using the body to demonstrate an understanding of symmetry, shapes and angles when performing balances or movement sequences
- Perform complex static and dynamic balances on different body parts, rotating and/or pivoting
- Composing movement sequences including balances to travel from point to point
- Proposing and applying movement concepts and strategies to perform movement transitions between skills and sequences at different levels using different types of equipment
- Creating movement sequences which demonstrate variations in flow/levels, where individuals move together in time

**Example Activities/Questions**

- Ask students to dribble (with hands, feet, implement) and travel in general space at slow to moderate jogging speed, with control of body and ball, increasing and decreasing speed when required.
- Dodge, run and leap with control when participating in games. Ask how they maintain control when varying the speed, direction, force, level and stability of movement. How does size of the space and number of people impact the movement?
- Perform a range of dance and gymnastics skills which demonstrate transfer of weight (e.g.: rolls, bunny hops, leaps, transferring weight from feet to hands, moving in and out of different balances). Explore base of support, flow, impact of different shapes (wide, narrow, high...)
- Perform a short movement sequence with a combination of gymnastics/dance movements including jumps and locomotor activities with and without equipment (e.g.: floor, beam). Question how students move body parts to maintain control.
- Demonstrate a range of balances using different bases of support (body parts) and shapes (e.g.: V-sit, front support, back support, partner balances, specified bases of support such as 1 knee and 2 hands)
- Using balance task cards (or App), perform different individual and partner balances and discuss how the centre of gravity and base of support affects your balance.
- Consider sport specific applications where FMS are combined (e.g.: triple jump, rebounding in basketball, soccer kick and identify those parts where body control, stability and/or balance is required for success)
- Create and perform a movement sequence with a specified number of locomotor movements, balances, rolls, shapes and turns learnt in class. The movement sequence could be performed as a dance, gymnastics floor, beam or bar routine or rhythmic gymnastics routine. How is balance maintained throughout the sequence? Is balance more important in some parts of the sequence than others?



Year level Key Focus

**Levels 7 to 10: Perform and refine specialised movement skills**

Analyse elements of balance when developing and performing movements and movement sequences. Develop and apply criteria to their movement and the movement of others.

Sample Victorian Curriculum Links:

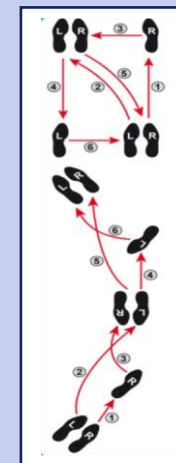
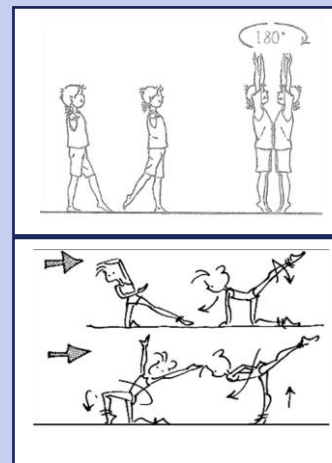
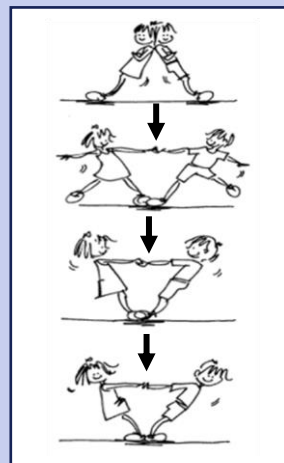
- Levels 7 and 8 - [VCHPEM133](#), [VCHPEM134](#), [VCHPEM135](#), [VCHPEM137](#)
- Levels 9 and 10 - [VCHPEM152](#), [VCHPEM153](#), [VCHPEM156](#)

**Purpose/Application**

- Demonstrating control when transitioning between twists, rotations and leaps
- Exploring similarities in the bases of support and flow of movements when performing movement sequences to travel around, over, under and through natural or man-made obstacles
- Performing a range of movements and analyse technique related to take-off, body position and landing
- Using ICT or direct observation to record others' performance, and providing feedback to refine specialised movement skills and performances
- In relation to other people, objects or external stimuli, demonstrate and describe how the body can absorb force

Example Activities/Questions

- Participate in dance or artistic and rhythmic gymnastics activities, learn to perform transitions from twists, rotations and/or leaps with control. Encourage peers to observe and ask key questions about the performance, use a checklist which focusses on the balance aspects of the performance
- In groups, students select 8 gymnastics moves (taught during a unit) to create a group floor routine. The routine must include twists, rotations and leaps. Assessment is based on skill performance, control and smooth transitions.
- Take students on an excursion to participate in Parkour, Gymnastics, Trampoline, obstacle course, rock climbing, etc.... where they learn to combine a variety of movements with control. Have students compare and contrast how balance is applied in each activity.
- Participate in modified invasion games (e.g.: netball, basketball, handball) and discuss where in game/skills balance is required. For example: catching a pass and trying to avoid falling, holding a defensive position with arms outstretched on toes/one leg, moving with a ball and trying to avoid falling over/contacting opposition)
- Use ICT related assessment tools to assess the performance of specialised movement skills with a high degree of balance requirements and provide visual feedback on performance. Students could select and perform the skills themselves, or source You Tube clips of elite performers, provide student access to apps as required.



## Weight Transfer

Weight transfer across our midline (vertical and horizontal) and the equal use of both sides of the body is an important element of many non-locomotor, locomotor and object control skills. Weight transfer allows us walk, run, skip, slide and gallop smoothly using both sides of the body. Weight transfer is used in object control skills such as throwing, kicking and striking a ball. Depending on the activity in which the individual is participating, weight transfer may occur from a stationary position (e.g.: striking a ball in cricket or softball), or while moving (e.g.: throwing a frisbee or basketball while moving). In these situations, greater power can be generated to strike or throw the object if the individual is able to transfer weight (e.g.: step in opposition, rotate the trunk) during the movement. In addition to the examples above, many sports and physical activities such as in dance, gymnastics and recreational pursuits such as parkour, rollerblading and skateboarding require the participant to transfer weight from one side of the body to the other and from their lower body to their upper body and vice versa. Many adults go to the gym and perform bodyweight resistance activities, Pilates or yoga. When physical activities require pushing/pulling actions, such as in resistance training activities, transfer of weight during these actions are a specialised movement

**Year level Key Focus**

**Foundation to Level 2: Practise and perform FMS in a variety of settings**

Sample Victorian Curriculum Links:

- Foundation - ([VCHPEM067](#))
- Levels 1 and 2 - ([VCHPEM080](#)), ([VCHPEM084](#))

**Purpose/Application**

- Encourage children to explore spaces by transferring weight to other parts of their body (aside from their feet)
- Transferring weight by sliding, slithering or creeping
- Learning to transfer weight onto specific body parts
- Introduce children to dominant movement patterns including landings, springs, swings, rotations
- Combination of weight transfer with balance and locomotor skills.

**Example Activities/Questions**

Children enjoy travelling and moving on and with body parts other than their feet. This needs to be encouraged and children need to be provided with experiences to explore apparatus. For example:

- Leap/jump between dots,
- Move over low hurdles,
- Jump/hop on/off mats, in/out of hoops

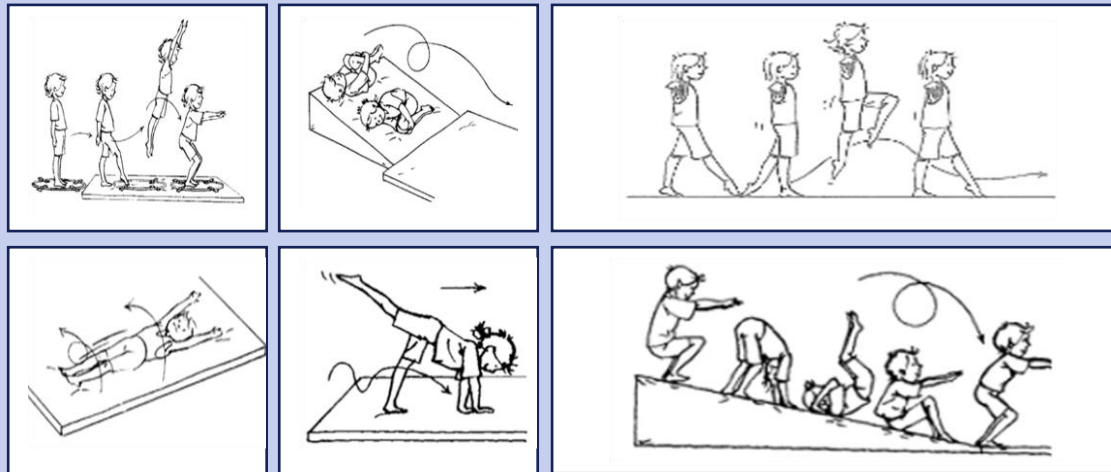
Activities:

- Practicing safe landings on feet (i.e.: motorbike landing)
- Transfer of weight onto and off equipment such as beams
- Transfer of weight to hands (e.g. bunny hopping)
- Transfer onto an apparatus
- Travelling across a low apparatus
- Transfer weight from lying down to a position of standing
- Squatting on feet with back rounded like an egg. Transfer weight from feet to your back.
- Making curled shapes, curling to roll, rolling sideways.
- Rolling backwards, rolling forwards,
- Rocking on different body parts, rolling at different speeds

Balance on your chosen base of support. Twist until you are momentarily off balance, then transfer weight onto a new base of support.

Gymnastics specific activities:

- Simple rolls (log roll etc), rock and rolls, forward rolls, backward rolls, front supports, bunny hops, balances
- Scorpion stands, bunny hops (incl ¼ turn)



**Year level Key Focus**

**Levels 3 to 6: Practise and refine FMS and specialised movement skills in a range of settings**

With a focus on *transfer of weight*, practise and refine movement and specialised movement skills in a range of settings. Achieve movement outcomes, solve movement challenges and apply elements of movement when creating movement sequences.

Sample Victorian Curriculum Links:

- Levels 3 and 4 - [VCHPEM097](#), [VCHPEM098](#), [VCHPEM099](#), [VCHPEM101](#)
- Levels 5 and 6 - [VCHPEM115](#), [VCHPEM116](#), [VCHPEM117](#), [VCHPEM119](#)

**Purpose/Application**

- Manipulate task constraints (space, task, equipment or people) to promote stability or instability in the learner, in order to further support them in the development of functional and adaptable movements
- Refine travelling/locomotor skills and combine these with movements that encourage weight transfer.
- Develop more complex and specialised movements of weight transfer with a broadening repertoire of balance and locomotor skills.
- Introduce children to other dominant movement patterns and refine those already taught (static, landings, springs, swings, rotations, landings)

**Example Activities/Questions**

Activities:

- Transfer weight from lying down to standing (as seen when students need to get up quickly in game situations)
- Transferring weight from feet to bars (e.g. monkey bars/chin up)
- Transfer of weight over low apparatus
- Transferring onto low apparatus
- Linking rolls, rolling after jumping of equipment and landing, rolling after jumping over equipment, (e.g.: Rolling – balancing – rolling, rolling while throwing and catching, catching – throwing – rolling)

Gymnastics specific activities:

- Rotations, e.g. forward roll, backward roll, cartwheel, log roll, egg roll, 180-degree rotation when jumping and landing.
- Transferring weight onto hands (e.g.: bunny hop, scorpion kick, handstand)
- Landings: motorbike, into a hoop, off small bench into hoop, beat board backward landing, jump and land off a shape

Beam Circuit:

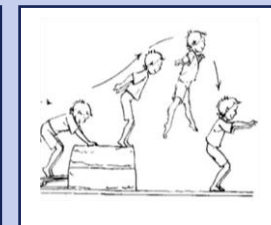
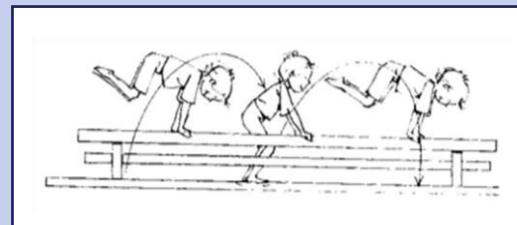
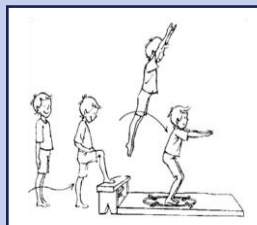
- Climb onto beam, and move across beam
- Jump off the beam landing in motor bike position
- Skier jumps across a low beam
- Walk backwards across low beam
- Bunny hops along or side to side over beam (hands on beam), walk sideways across another low beam

Combining a range of gymnastic movements into a range of movement sequences (with or without music)

Gym/Resistance/body weight activities that are common movements and physical activities require introduction and progression (e.g. core exercises: plank, side plank, mountain climbers, bird dog, pull up)

Balance on your knees with one arm free. Use free arm to twist your trunk transferring weight to your shoulder(s).

Participate in small sided invasion games – explore and discuss examples of where weight transfer are shown (e.g.: dodging an opponent/to change direction, landing after catching a ball on the run, run up/step and kick a soccer ball)



**Year level Key Focus**

**Levels 7 to 10: Perform and refine specialised movement skills**

Analyse elements of stability and *transfer of weight* when developing and performing movements and movement sequences. Develop and apply criteria to their movement and the movement of others.

Sample Victorian Curriculum Links:

- Levels 7 and 8 - [VCHPEM133](#), [VCHPEM134](#), [VCHPEM135](#), [VCHPEM137](#)
- Levels 9 and 10 - [VCHPEM152](#), [VCHPEM153](#), [VCHPEM156](#)

**Purpose/Application**

- Provision of experiences to explore apparatus (equipment from local gyms – swiss balls, medicine balls, TRX)
- Consolidate learning of the dominant movement patterns
- Combination of weight transfer with stability and locomotor skills.

**Example Activities/Questions**

Activities:

- Transfer weight onto a large apparatus
- Travelling across a medium/high apparatus
- Transfer of weight in invasion games (e.g.: changing direction while in possession of ball, dodging an opponent) Transfer of weight in net wall games (e.g.: hit a wide ball and return to centre baseline in tennis, step up to spike in volleyball)

Explore common gym apparatus (swiss balls, medicine balls) and identify movements where transfer of weight is needed to successfully complete the task. Review activities using such equipment and evaluate weight transfer difficulty level for each activity and impact of difficulty with transferring weight.

Introduce and develop students' knowledge and performance of lifelong physical activities are used during a range of body weight/weight transfer activities in gym-related settings (e.g. core exercises: bicycle crunches, mountain climbers, bird dog, skater jumps))

Participate in flow yoga sequences (e.g.: vinyasa) to experience transfer of weight. Identify which transitions were more difficult and why.

Gymnastics specific examples:

- Non-inverted vaulting,
- Basic tumbling (forward rolls, cartwheels)
- Landings –discuss the biomechanical principles associated with performing such activities

