



Stage 1 - 3 General Resource

The Live Life Well @ School FMS Skills Worksheets support FMS development in children. They are a good way to personalise and record a student's FMS competence. There are 12 worksheets (one for each FMS). There are prompts to perform the skills correctly and spaces to insert photos of the children performing these skills (the image will automatically fit to the size of the space). The school name or class can also be typed in the space indicated.

This resource could be modified to suit a variety of learning outcomes. The following task is designed to support learning at home.

Potential links to PDHPE Syllabus

Stage 1 Outcomes. A student:

- performs movement skills in a variety of sequences and situations PD1-4
- explores actions that help make home and school healthy, safe and physically active spaces PD1-7
- participates in a range of opportunities that promote physical activity PD1-8
- incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences PD1-11

Stage 2 Outcomes. A student:

- performs and refines movement skills in a variety of sequences and situations PD2-4
- combines movement skills and concepts to effectively create and perform movement sequences PD2-11
- investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing PD2-8

Stage 3 Outcomes. A student:

- adapts movement skills in a variety of physical activity contexts PD3-4
- creates and participates in physical activities to promote healthy and active lifestyles PD3-8
- selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences PD3-11

Key Inquiry Questions

- What are the different ways we can move our bodies?
- How can we move our bodies to perform skills in different ways?
- How can we adapt and perform movement skills in different situations?





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Overview of task

With the help of a parent/carer, students are to research and design personalised Fundamental Movement Skill (FMS) posters using the Skills Worksheets. Students are to go online to access information on a specific FMS. Consider stage-appropriate skills and individual student proficiency in performing the skill before allocating this. The student is to practise their technique, then take photos of themselves performing the FMS (using the prompts on the Skills Worksheets). Students then insert the photos into the worksheet and edit for submission to the teacher.

Note: The task may need to be modified to suit the skills/abilities of the child and resources/technology available in the home learning environment. E.g. Stage 1 students could watch and practise the FMS using the prompts; Stage 3 students could provide intrinsic and extrinsic feedback. See *Further learning opportunities*. Parent/carer assistance is essential for this task.

Student learning intentions

- Practise how to correctly perform a specific Fundamental Movement Skill (FMS)
- To be able to use technology for a specific purpose (taking pictures on an iPad/tablet, phone or digital camera and inserting these into a document)
- Understand how the internet can be used for research purposes

Planning and organisation

- Email or post the Student Instruction Sheet, Skills Worksheets and the link to Get Skilled, Get Active YouTube videos.
- Planning guide for programming and teaching FMS (page 4).
- Links:
 - Student Instructions
https://www.islhd.health.nsw.gov.au/sites/default/files/Health_Promotion/Live_Life_Well/Student_Task_2.pdf
 - Skills Worksheet
https://www.islhd.health.nsw.gov.au/sites/default/files/Health_Promotion/Live_Life_Well/Student_Worksheet.docx
 - Get Skilled, Get Active Observation Posters
<https://www.islhd.health.nsw.gov.au/posters>
 - Get Skilled, Get Active Videos
<https://www.youtube.com/playlist?list=PLrOa7LNP0maWa6EPInkvHlk3VsBqhuMZq>





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Task

1. With the assistance of their parent/carer, students are to research one Fundamental Movement Skill (either that they have been allocated or that they have chosen) by watching the relevant YouTube clip or looking at the posters.
2. Students then practise their skill and take photos on their iPad/tablet, phone or digital camera.
3. Ask students to edit their worksheets by inserting the corresponding photos into their specific FMS worksheet template (using their iPad/tablet and/or a computer).
4. To complete, students are to save and email their finished task.

Further learning opportunities

- Live stream or record their skill. Ask students if they would like to perform their task in front of their computer in a live class chat or prerecord and upload to a class group chat.
- Peer assessment. Ask students to give feedback to another student on their poster.
- Student reflection. Based on the key inquiry questions (page 1).
- Practise and refine their skill in a game situation.
- Design a game that uses the skill they have chosen.

Please modify this task to suit the individual needs & learning abilities of your students

Planning guide for programming and teaching fundamental movement skills

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

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

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

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

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