

Fundamental Movement Skill (FMS) observational tool

This tool, based on the Munch & Move FMS lanyard cards, supports intentional teaching of FMS to children aged 3-5 years. Intentionally teaching FMS, through both planned and spontaneous experiences, aligns with the Early Learning Years Framework's principles and practices, and contributes to *Learning Outcome 3: Children have a strong sense of wellbeing.*

Use of this resource may contribute to Early Education and Childcare Service's National Quality Standards (NQS) including:
NQS 2.1 Each child's health and physical activity is supported and promoted.
NQS 1.1 The educational program enhances each child's learning and development.
NQS 1.2 Educators facilitate and extend each child's learning and development (Element 1.2.1 Intentional Teaching.)
NQS 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child (Element 1.3.1 Assessment and planning cycle).



Child's name:

Date started:

Date completed:

Manipulative skill	FMS Components	✓	Notes
Overarm throwing <i>Applying a pushing force to an object to propel it.</i>	Windup is initiated with a downward movement of the throwing hand and arm.		
	The child rotates hips and shoulders to a point where non-throwing side faces target.		
	The child steps with the foot opposite the throwing hand, towards the target.		
	Throwing hand follows through after the ball releases across the body towards the hip of the non-throwing side.		
Catching <i>Receiving an object with two hands.</i>	Hands are positioned in front of the body, with the elbows bent.		
	Arms extend reaching for the ball as it arrives.		
	Ball is caught by the hands only.		
Kicking <i>Applying a pushing force to an object to propel it with the foot.</i>	The child starts with a rapid continuous approach to the ball.		
	The child takes an elongated stride or leap just prior to ball contact.		
	The non-kicking foot is placed close to the ball.		
	The child kicks the ball with the shoelace area or the inside of the shoelace area of the foot or toe.		
Underarm throwing <i>Applying a pushing force to an object to propel it.</i>	Preferred hand swings down and back reaching behind the trunk.		
	The child steps forward with the foot opposite the throwing hand.		
	Ball is tossed forward hitting the target without a bounce.		
	The hand follows through after ball release to at chest level.		
Stationary dribbling <i>Applying a pushing force to an object and immediately receiving and pushing it down again.</i>	The child contacts the ball with one hand at about waist level.		
	The child pushes the ball with fingertips, not the palm of the hand.		
	The child maintains control of the ball for at least four consecutive bounces without moving their feet to retrieve the ball.		
Striking a stationary ball <i>Applying a pushing force with a bat to propel an object into the air.</i>	The child's preferred hand grips the bat above the non-preferred hand.		
	The non-preferred hip and shoulder faces straight ahead.		
	Hips and shoulders rotate and de-rotate during the swing.		
	The child steps with the non-preferred foot.		
	The child hits the ball sending it straight ahead.		



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Locomotor Skill	FMS Components	✓	Notes
Jumping <i>Action of pushing off the ground with both feet and landing on both feet.</i>	The child bends knees and extends arms behind the back.		
	Arms extend forcefully forward and upward reaching above the head. Both feet come off the ground together and land together.		
	Both arms are forced downward during landing.		
Running <i>A rapid movement that involves transferring weight from one foot to the other where both feet briefly come off the ground.</i>	Arms move in opposition to the legs with elbows bent.		
	Brief period where both feet are off the ground.		
	The child has a narrow foot placement, landing on heels or toes, not flat-footed.		
	Non-support leg is bent to approximately 90° so the foot is close to buttocks.		
Galloping <i>Stepping off one foot then sliding with the other foot in a forward direction. Moving forwards with the front foot always in front and the back foot always behind with a step and hop motion.</i>	Arms are bent and swing forward.		
	The child steps forward with lead foot followed with the trailing foot landing beside or a little behind the lead foot (not in front of the lead foot).		
	There is a brief period where both feet come off the ground.		
	The child maintains a rhythmic pattern for four consecutive gallops.		
Hopping <i>Standing on one foot and lifting off the ground by leaning slightly on the hopping foot side. Arms are moved forwards and backwards for momentum and balance.</i>	The child balances on one leg and bends non-hopping leg.		
	Non-hopping leg swings forward in pendular fashion to produce force (non-hopping foot should not cross in front of the hopping leg).		
	Arms are bent and swing forward to produce force.		
	The child hops four consecutive times on preferred foot before stopping.		
Side Sliding <i>Like a gallop but to the side instead of forwards.</i>	Body is turned sideways so that shoulders remain aligned with a line on ground.		
	The child takes a step sideways with the lead foot followed by a slide with the trailing foot where both feet come off the ground briefly.		
	The child completes four continuous slides to the preferred side and four continuous slides to the non-preferred side.		
Leaping <i>A graceful long step where the body lifts off the ground to cover a distance or go over a low obstacle. A short run before leap aids momentum.</i>	The child takes off on one foot and lands on the opposite foot.		
	There is a brief period where both feet are off the ground, longer than running.		
	While in the air, there is a forward reach with the arm opposite the lead foot.		
Skipping <i>A rhythmical forward movement involving a step-hop on one foot, and then transferring weight to the other foot to repeat the pattern.</i>	The child takes a step forward followed by a hop on the same foot followed by a step-hop on the other foot.		
	Arms are bent and move in opposition to the legs to produce force.		
	The child completes four continuous rhythmical alternating skips.		

