* Most critical period for learning motor skills is between 2 & 7 years. Children eager to move and fearless in terms of risking physical injury, personal failure and the taunts of peers. (Gallahue, 1996 Developmental physical Education for Today’s Children. Dubuque, IA: Brown & Benchmark
* Children with poor movement skills have been found to be less successful on assigned school tasks, prone to more off task behaviours, suffer reduced fitness levels and experience frustration and failure throughout their early years (Hand, 1996) The importance of fundamental movement skills. *ACHPER* West, Spring/Summer. 17.
* FUNDAMENTAL MOVEMENT SKILLS are: stability skills –enable children to control the balance of their body while stationary and in motion like stretching twisting and body rolling

Locomotor skills – those that transport the body from place to place such as running, jumping skipping.

Manipulative skills-with either hands or feet using objects such as bats and balls.

Stability skills: can you stretch up high? Like a tall building? See if you can stretch to touch the roof?

How wide can you stretch? Be very still. Lets see if you can travel in this stretched shape

Try stretching just one side of your body. What does it feel like? Now try stretching to the other side

Can you stretch slowly? I will count to 5. Try to make your stretch last til I reach 5

Can you copy your partners stretched shape?

Manipulative skills: try throwing the ball up high in the air. Pretend it is a rocket taking off to the moon

How fast can you throw the ball?  
 How slow can you trow the ball. Did it go further than when you threw quickly?

Can you throw the ball with one hand? The other hand? Which hand feels stronger?

Can you throw the ball over your shoulder? Under your leg?

Rhythm activities can be made more exhilarating with the addition of scarves, ribbons and streamers. They can bed stretch, twist and turn in the space around them. Locomotor skills can be used in combination with these materials, manipulating them as they skip, run, and leap across the floor.

Rhymes such as:

I can run and I can stop/hop

I can spin round like a top

I can stretch my arms out wide

I can rock/slide from side to side.

Creative dance:

Be a bird, butterfly, car, lions, snakes, giants etc.

Games offer children opportunities to develop all 3 fundamental movement skills – manipulative, locomotor, stability.

Games mean no elimination with some games meaning inclusivity, cooperation and high levels of physical activity. These games are Statues; Are you there brown bear? Brown bear is asleep at one end of the playing space. Children creep up behind brown bear and ask Are you there brown bear? If brown bear replies Yes I am, the bear chases the children home. The first child caught becomes the new brown bear.

The BIG GREEN DRAGON – children creep up – the dragon says Im a big green dragon, in my dragon’s lair, by the time I count to three, you’d better not be there. 1…..2……3….. The first child caught becomes the next dragon.

HERE, THERE, EVERYWHERE, NOWHERE – children find a spot alone in a large space. Teachers says here-children run towards the leader; there-children run to where the teacher points; everywhere-children run anywhere in the open space; nowhere-children stop and balance on one leg or the body part called

CATCH THE BUNNY – 2 different sized balls – smaller ball – bunny---large ball – farmer. Children in a large circle, pass the bunny around the circle, then the farmer. The aim of the game is to see if the farmer can catch the bunny. Try starting the farmer sooner, or the bunny to change direction around the circle.

PLAY STATIONS – pre arranged activities where children move after 5 minutes of activity.

IMAGINATIVE ACTIVITIES – a feather floating softly to the ground; being a piece of elastic; an icecream melting slowly to the floor