

VIVA CLUB-AK ZAPREŠIĆ- DARKO
TEAM



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FUNDAMENTAL MOVEMENT SKILLS

Project: 101238826 — STEPS — ERASMUS-SPORT-
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6-12 AGE

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1. About the project STEPS

Small feet – big steps (STEPS) is an Erasmus+ Sport project

that supports the
development of Fundamental
Movement Skills in children.

Skills such as running,
jumping, throwing and
balancing help children move
confidently and stay active
from an early age.

WHAT DOES THE PROJECT DO? What is STEPS?

Through international
cooperation, the project:

- develops practical learning resources for coaches
- organises workshops focused on children's motor development
- promotes inclusive and safe sport environments
- supports equal access to sport for all children

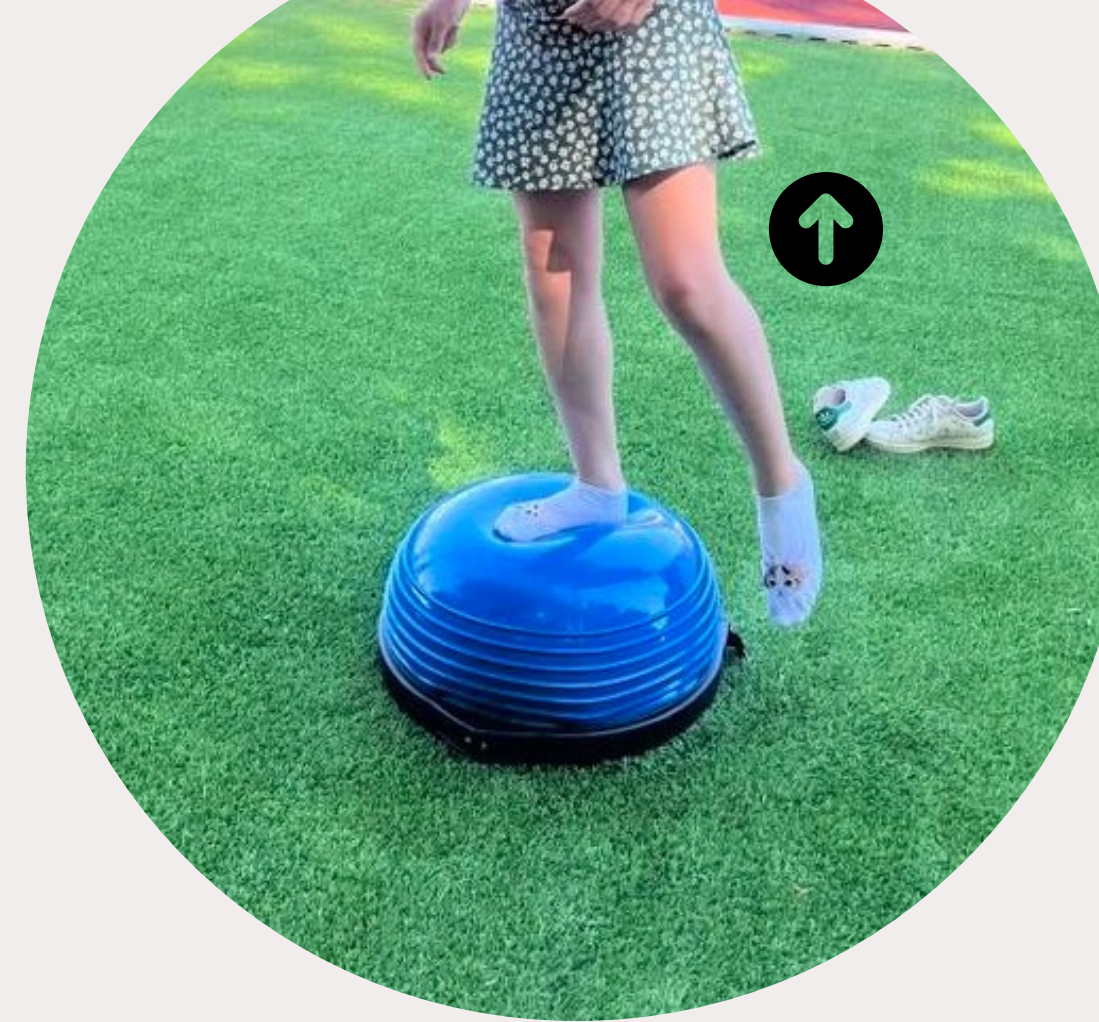
STEPS is designed for:

coaches and trainers
sport clubs and sport
organisations
schools and educators
parents and families

2. What are FUNDAMENTAL MOVEMENT SKILLS?

Fundamental Movement Skills (FMS) are basic movement skills that form the foundation for more complex physical activity.

They consist of three main categories:



Locomotor skills

Help us move from one place to another such as running, jumping, hopping or skipping.

Object Control Skills

Help us to manipulate objects with control, for example a ball may be manipulated when throwing, bouncing or striking it.

Stability (balance) skills

Help us in maintaining control over our body when we are still or moving, for instance when balancing, twisting or landing.



3. WHY are FMS IMPORTANT?

As early years practitioners, fostering these skills early on helps children thrive across various developmental domains.

Here's why:

Physical Development

Builds confidence, coordination, and fosters lifelong physical activity habits.

Social and Emotional Development

Boosts self-esteem, encourages teamwork, and resilience.

Cognitive Development

• Enhances brain development, improves problem-solving, and fine motor skills.

Language Development

Supports language learning through instructions and spatial vocabulary.

4. HOW DO FMS DEVELOP?

Children do not develop their FMS naturally (Clark & Metcalfe, 2002, Gallahue & Ozmun, 2006).

For children to progress in their FMS development, we need to provide opportunities to teach, practice, feedback.



TEACH

Children need direct instruction to learn FMS like jumping, throwing, and balancing.

PRACTICE

Regular and consistent practice is key for developing FMS.

FEEDBACK

Constructive feedback helps children understand their strengths and areas for improvement.

REINFORCE

Positive reinforcement, such as praise, encouragement, or rewards, motivates children to persist in practicing FMS.





5.FMS DEVELOPMENT: What does the research say?

Young children begin to develop their FMS and are not expected to fully master them until around ages 9–10 years. Research shows younger children perform less effectively in FMS than older peers (Adeyemi et al., 2018). Many children fail to meet expected FMS levels, with those in deprived areas often showing lower skills compared to affluent peers.

In early childhood, boys and girls exhibit similar movement abilities. However, as they grow, boys often excel in object control skills like catching, throwing, and bouncing (Adeyemi et al., 2018).

Children from Black and White ethnic backgrounds generally perform better in overall FMS and locomotor skills (e.g., running, jumping) than children from Asian backgrounds (Adeyemi et al., 2018).

Early years environments and primary schools are ideally positioned to offer inclusive opportunities for all children to practice and develop their FMS during the early stages of skill development.

6. WHAT IMPACTS FMS DEVELOPMENT?



Constraints are any factor that influence or limit how a child or individual develops and performs their movement skills. There are internal and external factors that shape the way movement occurs, and they play a significant role in how people learn and refine their motor skills.

Dr. Leanne Jaye's Early Years FMS Constraints Model, adapted from Newell's constraints theory (1986) explains this well and includes **3 main**

categories:

Individual Constraints

Behavioural Function - Child's emotions, motivation, focus, and confidence, shaping their willingness and ability to explore movement.

Physical features, such as the child's height, weight, body shape, and muscle development, which affect their physical abilities.

Task Constraints

The goals, rules, and equipment used in an activity that shape how a child engages with and learns skills.

Learning Environment

External factors in the child's surroundings, including the physical and social environment.





6. WHAT IMPACTS FMS DEVELOPMENT?

Primary school teachers have identified various factors they believe influence the development of FMS and engagement in physical activity. These factors are multidimensional, spanning policy, community, and organisational levels (such as the school and home environment), as well as interpersonal dynamics involving teachers, parents, and the child themselves.

When you think about the children and families in your class, setting and community, what do you think are the constraints that impact children's FMS?

How might you support them?



7.Ways to PROMOTE MORE PRACTISE

Integrate opportunities for children to practice FMS across all areas of learning.

Here are a few examples:

Basic Level (Easy | 6–8 years)

Smaller activity area
Cards placed closer and clearly visible
Simple, familiar words
Straight running without obstacles

Adapted Level (Supported 6–12 years)

- Shorter distances and slower pace
 - Visual and verbal support
 - Pair work (one child supports another)
- Movement can be walking or light running

Advanced Level (Challenge 9–12 years)

Larger area with more cards
More complex words and multiple rhyming options
Add a task: touch 2 cards before returning
Include changes of direction and reaction to signals



7.Ways to PROMOTE MORE PRACTISE

Integrate opportunities for children to practice FMS across all areas of learning.

Here are a few examples:

Communication and Language

Run and Match Colours

- **Objective:** Develop listening, language, and motor skills through recognising and matching colours.
- **Setup:** Place coloured cones around the space. In another area, place balls in matching colours.
- **Activity:** The coach/teacher calls out a colour (e.g. “red”), and children run to find the ball of that colour, then carry or roll it to the matching cone.
- **Skill Developed:** Running – acceleration, stopping, and changing direction; hand-eye coordination; colour recognition and listening skills.



7.Ways to PROMOTE MORE PRACTISE

Integrate opportunities for children to practice FMS across all areas of learning.

Here are a few examples:

Advanced Level:

- Children are given a sequence of two or three colours (e.g. “blue – yellow – red”) and must remember the order and match the balls to the cones correctly.
- Add more complex movements (e.g. hopping, side steps, running backwards).
- Introduce a timed or competitive element for accuracy and speed.

Supported Level:

- Reduce the number of colours (e.g. two only).
- Place cones and balls closer together.
- Allow walking instead of running and provide additional verbal or visual cues (pointing to colours).
- Work in pairs with support from a coach or another child.



7.Ways to PROMOTE MORE PRACTISE

Integrate opportunities for children to practice FMS across all areas of learning.

Here are a few examples:

Personal, Social, and Emotional Development

Catch-and-Pass Friendship Circle

- **Objective:** Build teamwork and social skills while practicing catching.
- **Setup:** Use a soft ball or bean bag in a small group circle. Teach children to say the name of the person they are passing to before throwing.
- **Activity:** Children throw the ball or bean bag gently to each other. Invite children to choose whether they would like the thrower to come closer to them or further away. Can they do a little wiggle dance on the spot when anyone makes a catch?
- **Skill Developed:** Catching – hand-eye coordination and social collaboration.



7.Ways to PROMOTE MORE PRACTISE

Integrate opportunities for children to practice FMS across all areas of learning.

Here are a few examples:

Advanced Level:

Children use different types of passes (e.g. bounce pass, overhead throw, one-hand throw).

Increase the distance between children to challenge accuracy and strength.

Add two balls at the same time to increase focus and reaction speed.

Introduce movement – after passing, children must move to a new spot in the circle.

Add a rule (e.g. say a positive word about the person before passing).

Supported Level:

Use a larger, lighter, or softer ball/bean bag for easier catching.

Reduce the distance between children.

Allow rolling the ball instead of throwing.

Provide verbal and visual support (e.g. saying the child's name together, pointing).

Work in smaller groups or pairs with guidance from a coach or



7.Ways to PROMOTE MORE PRACTISE

Integrate opportunities for children to practice FMS across all areas of learning.

Here are a few examples:

Mathematics

Jumping Pattern Path

- **Objective:** Practice pattern recognition and jumping skills.
- **Setup:** Create a jumping path using taped shapes, numbers, or colours in a repeating pattern (e.g., circle, square, circle, square).
- **Activity:** Children jump along the path, calling out the pattern as they land on each shape. Encourage them to continue the pattern by jumping to the next correct spot when the pattern stops.
- **Skill Developed:** Coordination, rhythm, and muscle strength.



7.Ways to PROMOTE MORE PRACTISE

Integrate opportunities for children to practice FMS across all areas of learning.

Here are a few examples:

Advanced Level:

Use more complex patterns (e.g. circle – square – triangle, or colour/number combinations).

Ask children to create their own patterns for others to follow.

Add directional challenges (e.g. jump forwards, sideways, or on one leg).

Increase the speed or introduce a timed challenge.

Include memory elements – children observe the pattern first, then complete it without looking.

Supported Level:

Use simple patterns with two elements only (e.g. circle – square).

Place shapes closer together to make jumping easier.

Allow stepping instead of jumping.

Provide visual and verbal guidance (e.g. pointing or naming the next shape together).

Work one-on-one or in small groups with support from a coach or assistant.



8. Fundamental EXERCISES LIST

Integrate opportunities for children to practice FMS across Basic, Advanced, and Supported levels of activities

Each activity should include adaptations that enable children of different abilities to participate and progress through:

- Basic Level (Easy): simpler tasks, smaller space, slower pace
- Advanced Level (Challenge): more complex tasks, higher intensity, added challenges
- Supported Level (Adapted): modified conditions, additional support, individualized approach

Objective

To create an inclusive environment where all children can develop Fundamental Movement Skills (FMS) according to their abilities.



FMS Area	Exercise name	Short explanation
Locomotor	Forward running B	Children run in a straight line focusing on coordination and rhythm.
Locomotor	Backward running A	Running backwards to improve balance and spatial awareness.
Locomotor	Zig-zag running A	Children run between cones placed in zig-zag formation to develop agility.
Locomotor	Side shuffling B	Moving sideways between two points to improve lateral movement.
Locomotor	Skipping (DJEČJI POSKOCI, HOPSANJE)	Alternating step and hop movement to improve rhythm and coordination.
Jumping	Two-foot jump	Children jump forward with both feet together to develop leg power.
Jumping	Jump over obstacles	Jumping over small cones or lines to improve coordination and explosive strength.
Jumping	Hop on one foot	Hopping on one leg to develop balance and strength.
Jumping	Jump and reach	Jumping vertically to touch a target above the head.
Jumping	Long jump from standing	Jumping forward from a standing position to improve power.

BASICS	FMS Area	Exercise name	Short explanation
	Balance	Single-leg balance	Standing on one leg for 10–15 seconds to improve stability.
	Balance	Balance walk	Walking along a line or low beam to develop body control.
	Balance	Heel-to-toe walk	Walking placing heel directly in front of toes to improve coordination.
	Balance	Balance with eyes closed	Standing on one leg with eyes closed to increase balance challenge.
	Balance	Dynamic balance walk	Walking over small obstacles while maintaining stability.
	Object control	Ball throwing at target	Throwing a ball at a target to improve accuracy and coordination.
	Object control	Catching a ball	Catching a softly thrown ball to develop hand–eye coordination.
	Object control	Rolling a ball	Rolling a ball toward a target to develop control and precision.
	Object control	Kicking a ball	Kicking a stationary ball toward a goal or target.
	Object control	Dribbling a ball	Dribbling a ball with hands or feet to develop control and coordination.

Empower children with FMS to build strong foundations for better outcomes.

Thank You

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