

**Primarily FUNdamental Games:  
Games and Activities that focus on Fundamental Movement Skills  
By Robert Matheson, CIRA Ontario**

Background

The movement to make sure that teachers focus on Fundamental Movement Skills in primary physical education classes is a relatively new one. HPE Canada first developed a series of FMS resources in 2008 based on 12 core skills. Ophea recently created an online resource that focuses on 15 skills. The education systems in Australia and New Zealand have been asking their teachers to focus on Fundamental Movement Skills since the late-1990s.

The basic premise is that children need to learn the fundamental locomotor, stability and manipulative skills before they can master more complex athletic skills. For example, a child who doesn't learn proper overhand throwing technique in the primary grades will obviously struggle with sports such as baseball and football. They will also struggle with sport-specific movements similar to the overhand throw, such as serving in volleyball or smashing a ball in tennis. While not all students will grow up to become high-calibre athletes, learning the fundamentals will give them the skills to pursue an active life that suits their interests.

Learning the FMS helps students become more comfortable and confident with movement. This will likely increase their chances of being physically active throughout their lives, improving their health. Using FUNdamental games to teach FMS will make the process more engaging and students will be more likely to develop positive attitudes towards physical activity. This is an important step towards leading a healthy, active life.

Ontario Curriculum Links

Active Living Strand

A1 – participate actively and regularly in a wide variety of physical activities

A2 – demonstrate an understanding of the importance of being physically active

A3 – demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

Movement Competence Strand

	Grade 1	Grade 2	Grade 3
B1.1	Static balances	Static balances with or without equipment	Perform controlled transitions between static positions
B1.2	Move and stop safely	Demonstrate the ability to jump, hop, and land safely	Jump for distance or height, using 2-foot and 1-foot takeoffs
B1.3	Perform a variety of locomotor movements, travelling in diff. directions	Perform a variety of locomotor movements with or without equipment	Perform a variety of locomotor movements with or without equipment, alone and with others
B1.4	send objects of different shapes and sizes... using different body parts	send objects of different shapes and sizes... using different body parts	Send and receive objects... using various types of equipment
B1.5	Receive objects of different shapes and sizes, using diff. body parts	Receive objects of different shapes and sizes, using diff. body parts	Retain objects of different shapes and sizes, using diff. body parts and equipment
B2.1	Demonstrate an understanding that diff. physical activities have different components	Demonstrate an understanding that diff. physical activities have different components	Demonstrate an understanding that diff. physical activities have different components
B2.2	Apply simple tactics to increase their chances of	Apply simple tactics to increase their chances of	Apply simple tactics to increase their chances of success

	success	success	
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“Research into motor development indicates that learners acquire new fundamental movement skills (motor skills) most successfully during the preschool and elementary years, when most children’s neurological pathways are developing rapidly and are receptive to the development of fundamental movement patterns and basic skills. When young children enter school, their movements are often awkward and lacking in fluidity. In the early school years, they gain necessary coordination and control over their movements as they are presented with opportunities to learn and practise. They can then refine, extend, and apply these patterns to more complex skills during later childhood, adolescence, and adulthood.

Movement competence requires the development of fundamental movement skills and the application of movement concepts and principles.”

The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2010  
(Revised- Interim Edition) p. 25

### The Games

For the purposes of this presentation, I have chosen to focus on the following fundamental movement skills:

#### **Stability skills**

##### **Static Balances**

1. Stork Stand
2. One-legged Balance

Frozen Tag – *Tag, Tag & Even More Tag*

Islands Tag – *Tag, Tag & Even More Tag*

##### **Dodging**

“In and Out” Tag – *Great Games by Great Kids*

Triangle Tag – *Oodles of Noodles*

#### **Locomotor movements**

##### **Jumping**

1. Vertical Jump
2. Horizontal Jump

Hop Spot Scotch – *Bang for Your Buck*

Bunny Hop – *Scooters & Hoops*

##### **Hopping**

Hopscotch – *Active Playgrounds*

Skunk Tag – *Tag, Tag & Even More Tag*

##### **Skipping**

Musical Hoops – *Scooters & Hoops*

Mix it Up – *Ready Set Relay*

##### **Running**

RPS Noodle Tag – *Why Paper and Scissors ROCK*

Odd and Even Tag – *Great Games by Great Kids*

#### **Object Manipulation**

##### **Underhand Rolling**

Bombardment - *Replay*

Protect the Pin – *50 Games with 50 Tennis Balls*  
and *Replay*

##### **Overhand Throwing**

Bench Targets – *Great Gator Games*

OK Corral - *The World’s Greatest Dodgeball Games*

##### **Catching**

Animal Keeper – *Bang for Your Buck*

Drop It–Catch It – *A Round of Circle Games*

##### **Kicking**

Crashmat Baseball – *The World’s Greatest Dodgeball Games*

Four-Corner Soccer – *Great Gator Games*

##### **Dribbling**

Knock Down – *Hoops & Hoopla*

That’s My Ball – *Hoops & Hoopla*

##### **Striking**

1. Sidearm strike
2. Two-hand strike

Spaghetti and Meatballs – *Oodles of Noodles*

Stick Ball – *Extra-Ordinary Games*

An expanded 19-page version of this presentation is available by email from [robert.matheson@ucdsb.on.ca](mailto:robert.matheson@ucdsb.on.ca)