

1

Introduction

Fundamentals part 2 follows on from a resource pack that was provided for schools in the Autumn term. It has its own entity meaning you do not have to engage in part 1 to subsequently engage in part 2. It just simply includes a selection of different activities to develop and test physical competence which are presented in the same format as they were in fundamentals part 1.

Fundamental Movement Skills (FMS) serve as a foundation which allow children to develop more complex movements and sport specific skills. The activities in this pack are themed around the pupils going on an journey & visiting different places. They are designed to suit the competence level of the children from the KS1 age group. FMS development is essential for children to master correct movement patterns in a safe and fun environment, ensuring safe and effective performance of more complex specific movements at a later stage.

The activity cards can be used in school, at home, indoors (some may need adapting) or as part of a competitive offer. The school cards will provide some easy, simple ideas that will compliment your curriculum. The home cards reflect the school cards and both will prepare the pupils for the competitive element.

2

Fundamentals Pt2 Competition cards

The competition cards could be used to encourage challenge during a lesson or could be used as part of an intra school festival. Teams and/or classes can also enter the North Tyneside inter school competition. There are also individual activities to encourage pupils to achieve their personal best.

3

Fundamentals Pt 2 @ home

The home cards could be sent home as part of a learning pack, they include some ideas for activities and some personal best challenges. They could also be used to encourage pupils to take part in the recommended 30 active minutes at home.

1

Equipment

- Household items such as cushion, cuddly toy, water bottle, item of clothing, pair of shoes
- Tea towels/string/tape/chalk

3

Activity

- Ask the child to start at one end of a clear space. Set out a marker at the opposite end, 5 metres away
- The child will simply run to the marker and back again as fast as they can
- Now you will introduce some space invaders and that's you! In a kneeling position you will try to invade their space as they run towards the marker. You need to try and move to touch them as they run past
- Encourage them to side step, lunge, weave & dodge around you. More than 1 adult? Could you have multiple space invaders?

Tips

Stay on your toes & drive forwards, in the direction you want to go

@home

2

Warm Up

- In a clear space, using 4 different items of equipment mark out four corners in the area. Try to find the largest space you have & space the items out evenly (around 4 strides apart)
- Ask the child to begin in the middle of the space. Remind them *“stay on the balls of your feet and be ready to move in different directions”*
- On hearing the name of an item the child will run towards it, touch it and return to the middle as quickly as they can
- As the child becomes more responsive add in two items that they must run towards, touch and after each one, return to the middle
- Can you call out a sequence of items in an order that they have to follow, move towards & touch? Each time returning to the middle of the area

4

Challenge

- Time your child to see how quickly they can run from one marker to another, avoiding some obstacles along the way!
- Ask the child to start at one end of a clear space & set out a marker 5 metres away at the opposite end
- Set out 4 lines in the 5 metre space, using rolled up tea towels, string, tape or chalk drawn on the ground
- Ask the child to run through the area lifting their knees to step over each line/obstacle
- How fast can they go there & back, can they get quicker next time?



1

Equipment

- Markers such as a soft toy & a cushion
- Large ball such as a football
- Blanket/towel/newspaper/large piece of paper
- x5 rolled up pairs of socks
- String/rope/chalk to create line markers

@home

3

Activity

- This activity should take place outside. Place a large ball on the ground, 5 metres from where the child will start from
- On the command “go” the child will run towards the ball, pick it up, turn to face you and then throw the ball as accurately as they can towards you for you to try & catch
- Alternatively you could use a target area they must aim for, such as a laid out blanket or towel on the ground or large piece of paper/newspaper attached to a wall with no windows
- They need to coordinate their movements to make sure their aim is accurate to help you catch the ball or for them to successfully hit the target

Tips

Try to look ahead at where you are moving to at all times



2

Warm Up

- Two children or an adult & a child can do this activity and will start off standing, facing each other
- Either side of them, around 2 metres away will be two objects such as a soft toy & cushion
- On the command of one of the objects, they must race to get there first, touch the object and return to the middle
- Whilst waiting for the object to be called out, they can perform some movements on the spot like fast feet, high knees, bum kicks

4

Challenge

- Mark out two lines, 1 metre apart to create a channel using string/rope/chalk. Place 5 pairs of rolled up socks, 1 metre apart on the outer side of one of the lines
- Ask the child to move each pair of socks, to the outer side of the second line. They will move down the channel transferring one pair of socks at a time
- When they have transferred the final pair of socks, they will turn around and move them back across again, one at a time to where they originally started
- How quickly can they do this? Encourage them to use only the hand closest to the socks when moving in one direction and the opposite hand on the return

1

Equipment

- Soft items to use as markers e.g. cuddly toys/ toilet rolls/shoes/slippers

@home



2

- Ask the children to move around a clear space & if you are able to, play their favourite song
- Can they bounce from two feet to two feet to the rhythm of the song? Ask them to bounce forward four beats, then backwards for four beats. Ask them to try bouncing sideways for four beats & then to the opposite side for four beats
- *“Can you come up with a pattern and repeat it?”*
- Could a sibling or adult join in & could they both complete the patterns side by side or facing each other?

3

Activity

- In a clear space, ask the child to travel around using different step patterns such as a hop, skip & jump or jumping from side to side on 2 feet or jumping forwards from 1 foot and landing on 2 feet
- Next ask the child to travel, turning or spinning as they go. Using one of these ways of moving, ask the child to trace a large square on the floor and travel along it's lines in different ways
- *Can you now trace a different shape and travel along it?*

4

Challenge

- Can you create a little course that a child can travel around at different speeds in your home or in an outside space? Use markers to identify the course. Ensure the space is clear of furniture
- Ask the child to start off by walking around the course, then after a few repetitions ask them to skip around the course
- Now introduce side stepping facing one direction & then facing in the other direction
- Can you ask them to side step & then pivot on one foot at a particular point on the course. This will be the indication for them to change direction
- Can you time how long it takes them to travel around the course in different ways. Can they go faster next time?

Tips

Remind children to use their arms (opposite arm to opposite leg). Their footwork should be light and quick

@home

1 Equipment

- Pairs of socks & pairs of gloves

3 Activity

- The child is going to explore balancing & holding their body in different ways. They are going on a journey to the mountains so they will need a way to travel there!
- There is a lake on their route so how about by boat? Lying down on their back in a tucked shape, slowly ask the child to open & straighten their arms & legs out towards the ground, but keep them hovering off the ground. Can they hold their body like they are a boat for 4 seconds?
- What about flying by aeroplane? Ask the child to lie on their tummy and lift their legs together and arms out wide, off the ground and hold their body like they are a flying aeroplane for 4 seconds
- Can the child think of another way to travel to the mountains and hold a balance to represent it?

Tips

Encourage children to hold all parts of their bodies in tight



Warm Up

- Ask your child to move around a clear space imagining they are driving a car. On each command they will perform the associated movements;
 - Red = Stop/Freeze
 - Amber = Get ready and jog on the spot
 - Green = Go and jog around the area
 - Roundabout = Small jumps around in circle, going both ways
 - Speed camera = Double jumping jack (like a flash from a camera)
 - Build a bridge = Get into a front support position
 - Dodgem car = Rock back and forwards in a tuck shape

4 Challenge

- In an open space around 5-10 metres lay out flat, lots of individual socks (and gloves if you have them)
- The child is going to go climbing! Not vertically but horizontally
- They must use the socks and gloves as points of contact to climb from one side of the space to the other
- Only their hands & feet are to be in contact with the ground & they are to place their feet on the socks and their hands on the gloves. Make sure they are spaced out enough to challenge them appropriately
- You could remove some socks/gloves or add in objects that they must avoid to represent rocks to increase the difficulty. Set a time limit, can they get to the other side before times up?

1

Equipment

- Objects/items to act as rocks e.g. clothing/cushions

Activity

- The child is going to imagine they are a grizzly bear crawling in the woods. Ask them to get down onto their hands and knees
- They need to have their knees bent, hovering off the ground with their toes tucked under. Can they move around an open space in this position? Side to side, forwards and backwards
- How about drawing something imaginary on the ground using their body.
- *What else do you think of when you think of bears. Could you draw it on the ground holding this position?*

Tips

Encourage children to hold all parts of their bodies in tight



@home



2

Warm Up

- Ask the children to imagine they are standing at the edge of a fast flowing stream and they need to get safely across to the other side
- In a space use flat objects or items to represent rocks. They can land on these to help them move across to the other side
- Space the objects out appropriately and increase the distances between the rocks after a couple of attempts
- It's up to the child how they move. Two feet to two feet, one foot to another foot or one foot to two feet

4

Challenge

- Ask the children to get into a top plank position with only their hands and feet in contact with the floor. Their arms, legs & body should be in one straight line. Imagine they are balancing a glass of water on their backs! From that position ask the child to drop down onto their forearms, one arm at a time. Keeping the rest of their body off the ground, trying their best not to spill any water
- Can they push off one forearm at a time and return to the top plank position? Try to keep their body from falling to the ground and to keep their glasses water full!
- Can they do this 3 times in a row?

1

Equipment

- Small ball or crumpled up paper
- Bat/racket/book
- Objects such as cuddly toys
- String/rope/chalk/tea towel

@home

3

Activity

- Ask the child to balance a ball or an alternative on a racket/bat/book or even the palm of their hands. Can they keep it balanced whilst standing still?
- Now ask them to move, side to side and forwards & backwards, can they continue to keep the ball on their racket?
- Can they walk around a space and keep the ball balanced on their racket?
- Set out some soft objects which they must navigate around whilst keeping the ball balanced on their racket
- Can they play keepy ups with the ball and their racket? Start using two hands & then one
- How many can they do before the ball hits the floor? Ensure the space they are in is clear

Tips

Remind the children to keep their eyes on the ball



2

Warm Up

- Ask the child to move around a clear space. You are going to shout out an activity or sport at various intervals and they are going to act them out whilst on the move
- This warm up activity should help to mobilise their arms & shoulders so try to call out activities that include these body parts
- Some ideas could include, throwing a ball, playing a shot in tennis, shooting a bow & arrow, hitting a cricket ball with a bat, shooting a shot in basketball

4

Challenge

- After the child has practiced some keepy ups, challenge them to do this again but with a sibling or adult
- Can they keep a rally going between them? How many can they do? If the ball travels to the opposite side of where the racket is, can they move quickly to return it or try to return it using a back hand?
- Now mark out a line in a space with string, a skipping rope, chalk or a rolled up towel. They each take a side
- Encourage them to make it harder for their sibling or adult to return the ball. If the ball lands on the ground on the opposite side of the line they gain a point
- Who can get to 5 points first?

1

Equipment

- Large ball such as a football
- Chalk/tape/rope/string
- Objects such as cans/water bottle/toilet rolls



@home

3

Activity

- The child is going to become familiar with controlling a ball at their feet
- Can they tap each foot, alternately on top of the ball, keeping the ball in the same place? Can they tap the ball from foot to foot keeping it under control?
- Mark out a line 5 metres long on the ground using some chalk/tape/rope/string. Ask the child to move with the ball at their feet along that line
- Stop the ball with their feet when they reach the end and return to where they started
- Add 2/3 small objects along the line. Can the child dribble the ball around the objects?

Tips

Start slowly so that they can control the ball and to ensure it doesn't run away from them. Plant the non kicking foot next to the ball. Bring the kicking leg back to generate power & follow it through in the direction you want the ball to travel

2

Warm Up

- The child is going to take an imaginary trip to the Zoo
 - On the following commands ask the child to move around a clear space like different animals:
 - Zebra = Gallop around with one leg remaining in front. Change leading leg after 10 seconds and repeat
 - Kangaroo = On their toes with legs together, jumping around the space
 - Giraffe = Standing, stretch very tall, walking with high legs and giant strides
 - Crocodile = On their fronts, commando crawl, using opposite arm to leg action
- Can your child come up with any different animal actions?

4

Challenge

- Do you have an outside wall that you could use?
- Ask the child to try to kick a ball so it rebounds off the wall and they can retrieve it. They should do this with their feet
- Could you increase the distance they kick from and repeat the activity?
- Could you make this into a challenge and award points for kicking the ball from different distances such as 1m, 2m, 3m and so on....

Fundamentals Pt2 – Working with others

@home

This card provides some activity ideas that could support families to work together on some fun and simple challenges at home. These will help to build your child's cooperation and teamwork skills.

Equipment

- Flat items such as bedsheet/tarp/blanket
- Ball/pair of socks/cuddly toy/toilet roll

- This activity takes a little bit of creative thinking
- All those taking part in the challenge are to stand on a flat item such as a bedsheet/tarp/blanket
- The challenge is to flip the sheet/tarp/blanket over so that all who are playing finish the game standing on the other side of the sheet/tarp/blanket
- However no one is able to step off the item or touch the ground!
- Can the children come up with a story about what the flat item might be and why they can't touch the ground?



- The child is going to go on a scavenger hunt in their home or in a safe outdoor space
- Another child or adult will be tasked with writing out a short story which has 5-10 missing words and these are the objects that the child must go and hunt for to make the story complete
- Each time they reach a missing section in the story they leave the reading area and search for the object/item
- The child/adult swap roles to help them to learn to work together

- A pair will attempt to balance an object (ball, pair of socks, cuddly toy toilet roll) between them using only designated body parts and will move from a seated to a standing position
- For example, the children will balance a cuddly toy between both of their backs from a seated to a standing position
- Here are some ideas for different ways to balance the object. (The larger the object, the easier the activity). Elbow to elbow, shoulder to shoulder, finger to finger, palm to palm, forehead to forehead, hip to hip
- If the pair are different heights i.e. child & parent, can they balance a pair of socks on a book. They each hold it with their hands and both move from a seated to a standing position? Or could they individually balance the pair of socks on the book, travel to a marker then back again in a set time?