




## FMS ACTIVITIES - What to do

- **Have a Go** at ONE activity, at least. Use the Activity description card.

Example:

### Station 1: Space Pass (Invasion games)



**Equipment**

- Bands (Blue)
- Cones
- Ball (rugby, netball, basketball)

**Set up:**

- Teams of four players
- Play in a hall or adapt for an outdoor area
- Choose a suitable area size

**Play:**

- One player starts with a pass from outside the court.
- Players cannot run with the ball or pass straight back to the thrower.
- A point is scored when a team makes four consecutive passes without dropping the ball.
- After a point is scored, the other team passes in from outside the court.
- If the ball is intercepted, it is turned over to the other team.
- In an incomplete interception, the ball remains with the passing team.
- Players need to keep one step away from the ball-carrier.
- Use different types of balls to vary the game.

Supporting the Professional Learning of School Leaders and Teachers

- **Check the Success Criteria** card for progression/challenge opportunities.

Example:

**Activity: Space Pass**

Fundamental Movement Skill focus:	Throwing Catching
Activity context focus (invasion games):	Using space to pass and receive

**Good to know:**

- > Passers look for space
- > Receivers create and move into space to receive the ball

**A. Space Pass FMS Success Criteria**

- accuracy with direction of throwing and catching to help keep possession
- moving quickly into space to allow time to catch a pass
- controlling direction and speed of throw to a team-mate in open space

**B. Space Pass Tactics Success Criteria**

Based on understanding that passing is a relationship between the passer and receiver. Throwing and catching skills develop in games from the ongoing coupling between movement and perception in a changing environment, situated in a real context. Important aspects of this relationship give us the following success criteria:


- Signalling, watching, and timing the pass
- Selecting the type, place, and speed of the pass to use
- Creating and passing into space
- Passing to moving players and running on to the ball
- Reacting and passing in relation to what the receiver is doing
- marking opponents

Q. Is there a difference between Throwing and Passing, and Catching and Receiving? Explain

- **Analyse the activity** based on your experience using the Analysis Sheet.

Example:

Fundamental Movement Skills Activities  
Activity Analysis Sheet

<b>The Activity</b>	<p>Name:</p> <p>Description:</p> <p>Physical activity area focus:</p>
<p><b>The Fundamental Movement Skills (FMS) In Focus</b></p> <p>Which category best describes the FMS in focus</p>	<p>Circle the FMS(s) that are in focus. Or Add to the list</p> <div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> <li>• Locomotor (transporting) <input type="checkbox"/></li> <li>• Stability (balance) <input type="checkbox"/></li> <li>• Object manipulation (control of) <input type="checkbox"/></li> </ul>  </div>
<p>How can students experience the learning?</p>	<p>What opportunities does this activity provide for:</p> <ul style="list-style-type: none"> <li>• Problem solving:</li> <li>• Being creative:</li> <li>• Social and cultural identity:</li> <li>• Experience a sense of success:</li> </ul>
<p>Inclusion</p>	<p>What adaptations would you make for this activity that could support all learners?</p> <ul style="list-style-type: none"> <li>• Equipment:</li> <li>• Rules:</li> <li>• Progression:</li> </ul>