

HANDOUT 2

Fundamental Movement Skills Strands and Substrands

Fundamental Movement Skills

1.0 Balance

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.
Examples	Examples
<ul style="list-style-type: none"> • Pretends to be a flamingo by standing balanced on one foot, with or without assistance, for several seconds using arms to balance. • Stands still with eyes open; arms may swing side to side to maintain balance. • Able to “freeze” after running; arms may swing side to side to maintain balance. • Able to stand still while holding onto a shopping cart or walker.* 	<ul style="list-style-type: none"> • Pretends to be a flamingo by standing on one foot, unassisted, for five or more seconds without touching a nearby object, such as a wall or a table, for support. • Balances on three body parts (for example, two hands and one foot). • Stands still while holding arms at side when the song says, “Freeze!” • Balances a beanbag on top of head for several seconds.
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.
Examples	Examples
<ul style="list-style-type: none"> • Walks forward on a wide line (or tape) on the floor, alternating feet with or without assistance. • Sways back and forth moving a scarf higher and higher in the air, reaching out to the arm of wheelchair with other hand to catch body as the arc of the movement increases. • While walking on the sandbox border, is able to maintain balance for several steps, wobbles, rights self, and continues. • Swings hips, with feet together, when playing with a hula hoop. • During the song “Head, Shoulders, Knees, and Toes,” maintains balance while reaching for toes. 	<ul style="list-style-type: none"> • Walks forward and backward on a wide line (or tape) on the floor without assistance. • Able to step from circle to circle by using a walker. • Walks on the edge of the sandbox area. • Completes a sequence of dynamic and static balances, as in the game Statues or while playing Simon Says. • Runs up an incline, avoiding a playmate stopped midway.

Note: Many examples in this section describe movement skills that may look different in children with physical disabilities. When possible, early educators should check with family and specialists regarding the child’s movement skill development.
**Walker:* When used in examples, it indicates a therapeutic walker specifically prescribed for a child in need of support when walking.

Excerpted from pages 46-50 of the *California Preschool Learning Foundations, Volume 2*, ©2010 by the California Department of Education.



2.0 Locomotor Skills

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).
Examples	Examples
<ul style="list-style-type: none"> Walks up stairs, using alternating feet, without support. Child with leg braces walks down stairs with support from wall or handrail. Attempts to follow lines or simple patterns on the floor. Pretends to be a tightrope walker in a balancing act in the circus, waving arms to maintain balance. 	<ul style="list-style-type: none"> Walks down steps, alternating feet, without support. Follows more complicated patterns on the floor; for example, a zigzag pattern in the carpet. Follows a line or simple pattern on the floor, using slow and then fast walking movements when prompted. Balances beanbags on different parts of the body while walking along pathways taped in straight and circular lines.
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.
Examples	Examples
<ul style="list-style-type: none"> Runs unevenly; one arm may pump more. Runs but has difficulty stopping with control; for example, while playing tag, runs and has difficulty stopping at the intended location. Runs with feet flat on the ground. 	<ul style="list-style-type: none"> Runs evenly, arms pumping in opposition. Runs and stops with control; for example, while playing tag, stops at intended location. Runs lightly on toes. Zigzags when running in the yard to avoid structures and playmates.
2.3 Jump for height (up or down) and for distance with beginning competence.	2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.
Examples	Examples
<ul style="list-style-type: none"> Tries to jump up and bump a hanging object, such as a beach or foam ball suspended from a low ceiling. Jumps forward a couple of feet using a two-footed takeoff and landing. Jumps like a frog (squatting, with hands on ground) from one "lily pad" to another (close distances). Jumps off a curb or low playground equipment, landing on two feet. 	<ul style="list-style-type: none"> Jumps over a block by using a two-footed takeoff with arm swing. Jumps forward a distance of about three feet. Jumps over the rope as an adult in the middle of a circle slowly swings a rope with a beanbag tied to the end close to the ground in a circle. Children around the circle jump to avoid the beanbag swinging under their feet.



2.0 Locomotor Skills (Continued)

At around 48 months of age	At around 60 months of age
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.
Examples	Examples
<ul style="list-style-type: none">• Pretends to be a horse, galloping rapidly but with some body stiffness.• Makes sliding movements, usually not smoothly; may have trailing foot going past lead foot, looking uncoordinated.• Hops forward on one foot once or twice, with the nonsupporting leg in front of the body.• Runs and steps over a rope or beanbag on the floor; action looks like an exaggerated run rather than a true leap over an object.	<ul style="list-style-type: none">• Pretends to be a horse, galloping with rhythmic pattern and relaxed.• Slides smoothly and rhythmically.• Hops a distance of several feet, landing on preferred foot.• Hops in and out of hoops, with the nonsupporting leg hanging down or behind the supporting leg.• Leaps over a “river” made from two ropes by starting with a run, taking off with one foot, and landing on the other foot.



3.0 Manipulative Skills

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.
Examples	Examples
<ul style="list-style-type: none"> • Tries to roll a ball the size of a tennis ball by bending over and tossing rather than rolling, stepping forward with foot on same side as throwing arm. • Begins to toss a ball underhand, using one or both hands. • Uses an underhand toss to try to hit a target from several feet away. • Bounces a ball more than once to catch from a stationary position; palm of hand may be flat with a loose wrist. • Catches a ball or object by trapping it against the body with arms. • Takes two or three tries to catch a large play-ground ball from about five feet away using both hands. • Strikes a beach ball off the table with hands, sometimes losing balance. • Takes a step when throwing beanbags, tennis balls, yarn balls, or rubber balls overhand to big targets from about five to ten feet away. • Kicks a stationary ball with back swing that starts at the knee, leaning slightly forward, with little follow-through of leg and limited arm action. 	<ul style="list-style-type: none"> • Rolls a ball underhand, stepping forward on opposite foot and releasing the ball using one hand. • Toss an object underhand into a basket from about six feet away. • Catches a ball or object with hands, absorbing the force of the throw with the body. • Bounces a ball once, then catches it with two hands. • With arms bent and using only hands, catches a small ball thrown from about five feet away. • Strikes a stationary or moving object smoothly and with control, with a soft bat, stepping toward the object. • Throws a ball overhand forcefully with full arm swing, leaning forward and stepping forward with the leg opposite the throwing arm. • Kicks with full leg swing, arms moving in opposition to the legs.



3.0 Manipulative Skills (Continued)

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.
Examples	Examples
<ul style="list-style-type: none"> Grasps marker between thumb and pad of index finger, with marker resting on the first joint of the middle finger. Duplicates simple large shapes, such as a circle and a cross. Paints with intentional direction at easel or places color in certain places on the paper. Cuts out a small paper circle, making gradual changes in the direction of cutting. “Melts monsters” by using a spray bottle to squirt at a picture of a monster drawn with a marker. Buttons and unbuttons one button on a shirt while playing in the dramatic play area. Puts socks on correctly with heel in place. 	<ul style="list-style-type: none"> Makes slight adjustments of tools in the hand while writing or cutting. Duplicates shapes, such as a square and a triangle. Repositions a paintbrush to keep the paint from dripping while painting at an easel. Cuts out a small paper square, making precise changes in the direction of cutting. Threads a belt through a belt loop on pants. Puts on jacket, latches zipper, and zips it.

