

# HANDOUT 3

## Fundamental Movement Skills Foundations Map

**Substrand**

### Fundamental Movement Skills

**Strand**

#### 1.0 Balance

**Age**

*At around 48 months of age*

*At around 60 months of age*

**1.1** Maintain balance while holding still; sometimes may need assistance.

**1.1** Show increasing balance and control when holding still.

**Foundation**

**Examples**

**Examples**

- 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.\*

- 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.

**Examples**

**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**

- 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.

- 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.

**Domain**

*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.

**Footnotes**

