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Physical Domain of the Physical Literacy Standard

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Australian Government
Australian Sports Commission

The Draft Australian Physical Literacy Standard

the PHYSICAL domain





Physical literacy is what a person learns through movement, and puts into practice. The Physical domain focuses on the skills and fitness a person acquires and applies through movement.

The Standard consists of four interrelated domains (Physical, Psychological, Social and Cognitive) that are each made up of elements that together develop physical literacy.

The Physical domain focuses on the movement and motor skills, body control and overall fitness that a person acquires and applies through movement. It includes the coordination and application of these skills to perform the movements required in different situations and environments. For example, land, water, ice or snow.

The Physical domain is about being able to:

- perform movement skills (including Fundamental Movement Skills) that involve controlling and adapting posture and balance, to successfully negotiate different environments
- apply the movement strategies that a situation or environment requires
- manipulate and control different objects across a variety of movements and physical activities
- build to a level of fitness to successfully participate in a range of physical activities.

This document details the Physical domain of the Standard.
To view other domains of the Standard or for more information on physical literacy visit ausport.gov.au/physical_literacy



Physical domain elements

Movement skills (Land)	Stability / Balance
Movement skills (Water)	Flexibility
Movement using equipment	Agility
Object manipulation	Strength
Cardiovascular endurance	Reaction time
Muscular endurance	Speed
Coordination	Power



The Standard contains a number of components that together outline development of proficiency within an element. These components are explained below.

The DOMAIN and associated ELEMENT of the Standard to be focussed on.

the PHYSICAL domain

Element: Object manipulation

Definition

The use of hands, feet or another body part to move or manipulate an object.

What it could look like: • Striking • Throwing • Dribbling • Catching

The element's DEFINITION also provides general examples of what the element can look like.

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Experiences and explores moving and playing with objects. What it could look like: - Holding, pushing, pulling, throwing, grasping an object a ball - Reaching and picking up an object	Learns and establishes how the body can be used to move, hold, control, send, manipulate different objects. What it could look like: Sending, controlling and receiving objects at different levels and in different ways	Practises and refines object manipulation skills and patterns, performing them with increased control and accuracy. What it could look like: - Hitting a 50m target within 3 kicks of a ball - Performing activities where locomotor and object control skills are combined to complete a movement, task or challenge e.g. running while dribbling and controlling a ball along the ground with a stick or bat in a zig zag fashion, keeping the ball	Consistently performs manipulation skills by accurately controlling an object in multiple and diverse movement activities. What it could look like: - Hitting a moving target - Applying the right amount of force and adjusting the angle of release when hitting a golf ball so that it reaches the required location on a course - Transitioning from one skill to another e.g. receiving a basketball, dribbling and then shooting for goal	Performs the skills necessary, with control and precision, to manipulate an object during complex dynamic physical activity and movements in new and unfamiliar environments. What it could look like: - Hitting a golf ball towards the green whilst taking into account the wind and surrounding conditions - Adjusting technique to shoot a basketball when faced with a tall defender - Adapting and responding to changes in equipment that increase complexity e.g. using a smaller ball

DEVELOPMENT LEVELS provide a description of increasing proficiency for an element. The first level is Pre-Foundation (Level 0). At this level, individuals have very limited capabilities within an element and generally links to the early childhood stage of life. The remaining four levels represent a progression in development as individuals develop to higher levels of proficiency in physical literacy.

TIPS FOR DEVELOPMENT provides tips to develop to the next level.

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	- Supervised floor-based play with age-appropriate objects in safe environments should be encouraged from birth - Introduce participants to a range of activities that explore moving, holding, controlling and sending different objects - Participate in deliberate and unstructured movement of a wide range of body parts and objects: kicking, striking, rolling, bouncing	- Use an array of age, ability and size-appropriate bats, sticks, racquets and balls of varying sizes - Introduce participants to a range of modified games and activities that explore moving, holding, controlling and sending different objects - Investment of time and quality of practise are crucial at this stage	- Concentrate on games that allow participants to practise and refine their object manipulation skills such as hitting a target when throwing a ball - Encourage ambidexterity e.g. hitting and throwing with left and right arms, and kicking with left and right feet - Sport-sample different sports to help develop and transfer skills between contexts, or into new challenges - Investment of time and quality of practise are crucial at this stage	- Play a range of games that require participants to perform and practise object control and accuracy skills in a variety of different settings and with different equipment - Deliberately seek to transfer skills and develop resilient, sustainable object locomotion patterns



Definition

Movement (locomotor) skills that allow the person to move independently from one spot to another on land.

What it could look like: • Rolling, sliding, climbing • Running, skipping, galloping, dodging • Leaping, jumping, hopping

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores and experiences movement. <i>What it could look like:</i> • Learning to crawl • Bouncing in a baby bouncer • Baby rolling onto their stomach	Explores and learns new movement skills in and through different environments. <i>What it could look like:</i> • Learning to walk, jog and run, jump and land on different surfaces such as sand or grass • Performing movements using different body parts to travel in different directions	Adopts and refines movement skills, performing them with control and accuracy across different environments. <i>What it could look like:</i> • Selecting and implementing different movement skills in order to be successful in a game	Adapts movement skills, performing them with control, precision and efficiency in a diverse range of physical activity and movement contexts. <i>What it could look like:</i> • Running / sprinting with good technique with the intention of increasing speed, changing direction or stopping in response to the environment	Performs movement skills optimally with control, precision and efficiency, in controlled and dynamic physical activity and movement context, in new and unfamiliar environments. <i>What it could look like:</i> • Controlling and manipulating the speed and efficiency of movement to meet the demands of the environment

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Supervised floor-based play in safe environments should be encouraged from birth • Participate in deliberate and unstructured play involving movements of all body parts e.g. climbing, chasing, skipping, jumping, crawling, tumbling • Introduce activities that support hand-eye coordination such as playing with balls	• Move, walk, run and skip at different speeds, styles and surfaces • Modify games and equipment to meet the needs of the participant • Resist the temptation to specialise in one sport too early. Participate in a range of different sports and physical activities to help develop the full range of movement skills	• Incorporate tag-and-dodge games and activities into classes and coaching sessions • Interact with a large range of sports and physical activities during childhood, and continue this until at least the age of 15 to help develop a full range of movement abilities and promote adaptability of skills and all-body coordination and control • Practice and refine movement skills to carry out more efficiently and accurately, utilising expert advice such as a teacher, coach or trainer	• Try a large range of sports during childhood and continue to play several sports, at least until the age of 15 to help: - Maximise the development of a full range of sporting skills - Promote adaptability of skills and all-body coordination and control - Enhance the possibility of senior sporting success later in life - Minimise the likelihood of overuse injuries



Definition

Aquatic (or water based skills) skills that allow the person to move and float safely in water.

What it could look like: • Breathing in water, gliding, swimming strokes, diving, floating, lifesaving skills

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Experiences and explores moving in water. <i>What it could look like:</i> • Paddling or kicking with armbands or a floatation device while supported by an adult • Hydrotherapy • Being supported in the water by another • Wetting the face • Putting the head under water	Learns and develops water-based movement skills, developing awareness of water safety. <i>What it could look like:</i> • Performing a range of movement patterns in aquatic environments: - combining arm and leg movements to move through water on the front and back for 10 metres - performing a torpedo dive for three to five metres - pushing off the bottom or side of the pool - gliding both with and without a buoyancy aid - treading water • Performing movements such as picking up objects from under the water • Safety skills such as being rescued with a rope or stick, wade in and out from shallow water and floating with a buoyancy aid • Float with a buoyancy aid	Practises and refines specific swimming strokes and movements through water. <i>What it could look like:</i> • Propelling the body on the front and back using freestyle, backstroke, breaststroke and survival backstroke • Performing a land-based rescue • Swimming while controlling the movement of a ball • Exploring centre of gravity while floating and treading water • Participating in water aerobics • Practising safety skills such as: - using a distress signals - grasping a buoyancy device - floating for 60 seconds then kicking to safety • Designing and performing a simple synchronised swimming routine connecting 3-4 different movement skills • Propelling the body underwater to recover an object using a surface dive	Safely performs swimming stroke proficiently in extended durations across aquatic environments. <i>What it could look like:</i> • Carrying out swimming strokes such as front crawl, backstroke, breaststroke, side stroke, survival backstroke • Changing between freestyle, backstroke, breaststroke or survival backstroke with ease • Performing correct survival techniques in a pool while clothed, including sculling, treading water, floating and survival strokes for an extended period of time (4-6 minutes) • Swimming three times a week for fitness	Performs swimming strokes with control, precision and efficiency for extended durations in different aquatic environments (pool, sea, lake, river). <i>What it could look like:</i> • Participates in events that involve endurance or speed in different environments. e.g. Triathlon, swimming meets • Analysing a partner's stroke technique and making appropriate suggestions for improvement

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Engage in fun games that introduce and develop confidence in water e.g. - Walking in water, using forwards, backwards and sideways movements - Getting the face wet and blowing bubbles underwater - Opening the eyes under the water; picking up rings on bottom of the pool	• Practise safety skills that involve getting in and out of the water and self-rescue • Practise basic water-based movement skills through structured lessons and deliberate play e.g. - floating on back and front - treading water - pushing off the wall and going as far as possible - gliding without kicking - gliding using a freestyle kick. - playing with pool toys to encourage experimenting with movement	• Practise a range of activities that refine all waters skills and concentrate on developing different swimming strokes • Breathing skills should be practised on both sides to develop bilateral breathing	• Undertake specific training such as Lifesaving skills such as Bronze and Surf Bronze medallions • Increase duration and/or intensity of swimming stroke to build fitness and endurance • Participate in endurance or swimming events, building up to longer distances



Definition

Manipulation skills that apply locomotion, coordination and stability to move equipment and person from one place to another.

What it could look like: • Cycling, scooter, skating, horse riding • Wheelchair, walking frame • Surfing, kayaking, sailing • Skiing, snowboarding

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores movement, stability and manipulation skills to move on, in, or with equipment. <i>What it could look like:</i> • Being pushed / pulled or supported on an object that moves e.g. tricycle, swing, wheelchair	Uses a range of modified or traditional equipment to travel in, across and through environments. <i>What it could look like:</i> • Riding a bike or scooter with or without training wheels • Sailing as a crew member • Riding a pony with assistance	Refines control to use different equipment in a variety of movement settings. <i>What it could look like:</i> • Riding a bike to school or work • Learning to ski or snowboard • Riding a skateboard or roller blading • Canoeing or kayaking on a flat lake or river	Performs with control and accuracy while moving with equipment and adapts to increasingly difficult movement settings. <i>What it could look like:</i> • Mountain-bike riding • Surfing and manoeuvring a board on waves • Horse riding, dressage	Consistently performs with control and precision when moving with equipment during complex dynamic physical activity and movement in new and unfamiliar environments. <i>What it could look like:</i> • Adapting and responding to changes in equipment that increase complexity e.g. using a smaller snowboard • Skippering a solo sailboat • Participating safely in a range of challenging outdoor activities such as canoeing, kayaking, surfing and mountain bike riding

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Introduce children to a range of activities that explore moving while using equipment, while being supported by an adult • Participate in deliberate and unstructured play that involves movement with appropriate or modified equipment • Encourage use of equipment in water such as a kickboard or other floatation device	• Experience moving through environments (land, sea, snow) on different equipment e.g. scooter, bike, rollerblades, body boards • Ensure equipment is appropriate or modified to suit ability, size and age of participants	• Investment of time and quality of practise are crucial at this stage so that skills are refined • Continue to try different sports and physical activities to help development and transfer of skills between contexts, or into new challenges • Interact in a large range of sports and physical activities during childhood, and continue this until at least the age of 15 to help develop a full range of movement abilities and promote adaptability of skills and all-body coordination and control	• Deliberately seek to transfer skills and develop resilient, sustainable patterns e.g. from downhill skiing to water skiing • Participate in activities involving new challenges that require problem solving and engagement with unexpected objects • Build skills and experience in outdoor aquatic activities such as canoeing, surfing, sailing



Definition

The use of hands, feet or another body part to move or manipulate an object.

What it could look like: • Striking • Throwing • Dribbling • Catching

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Experiences and explores moving and playing with objects. <i>What it could look like:</i> • Holding, pushing, pulling, throwing, grasping an object a ball • Reaching and picking up an object	Learns and establishes how the body can be used to move, hold, control, send, manipulate different objects. <i>What it could look like:</i> • Sending, controlling and receiving objects at different levels and in different ways	Practises and refines object manipulation skills and patterns, performing them with increased control and accuracy. <i>What it could look like:</i> • Hitting a 50m target within 3 kicks of a ball • Performing activities where locomotor and object control skills are combined to complete a movement, task or challenge e.g. running while dribbling and controlling a ball along the ground with a stick or bat in a zig zag fashion, keeping the ball	Consistently performs manipulation skills by accurately controlling an object in multiple and diverse movement activities. <i>What it could look like:</i> • Hitting a moving target • Applying the right amount of force and adjusting the angle of release when hitting a golf ball so that it reaches the required location on a course • Transitioning from one skill to another e.g. receiving a basketball, dribbling and then shooting for goal	Performs the skills necessary, with control and precision, to manipulate an object during complex dynamic physical activity and movements in new and unfamiliar environments. <i>What it could look like:</i> • Hitting a golf ball towards the green whilst taking into account the wind and surrounding conditions • Adjusting technique to shoot a basketball when faced with a tall defender • Adapting and responding to changes in equipment that increase complexity e.g. using a smaller ball

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Supervised floor-based play with age-appropriate objects in safe environments should be encouraged from birth • Introduce participants to a range of activities that explore moving, holding, controlling and sending different objects • Participate in deliberate and unstructured movement of a wide range of body parts and objects: kicking, striking, rolling, bouncing	• Use an array of age, ability and size-appropriate bats, sticks, racquets and balls of varying sizes • Introduce participants to a range of modified games and activities that explore moving, holding, controlling and sending different objects • Investment of time and quality of practise are crucial at this stage	• Concentrate on games that allow participants to practise and refine their object manipulation skills such as hitting a target when throwing a ball • Encourage ambidexterity e.g. hitting and throwing with left and right arms, and kicking with left and right feet • Sport-sample different sports to help develop and transfer skills between contexts, or into new challenges • Investment of time and quality of practise are crucial at this stage	• Play a range of games that require participants to perform and practise object control and accuracy skills in a variety of different settings and with different equipment • Deliberately seek to transfer skills and develop resilient, sustainable object locomotion patterns



Definition

Also known as cardio respiratory endurance, this involves the ability of the heart and lungs to deliver oxygen to working muscles during exercise over sustained periods.

What it could look like: • Running cross country • Swimming continuously for 30 minutes • Going for a walk

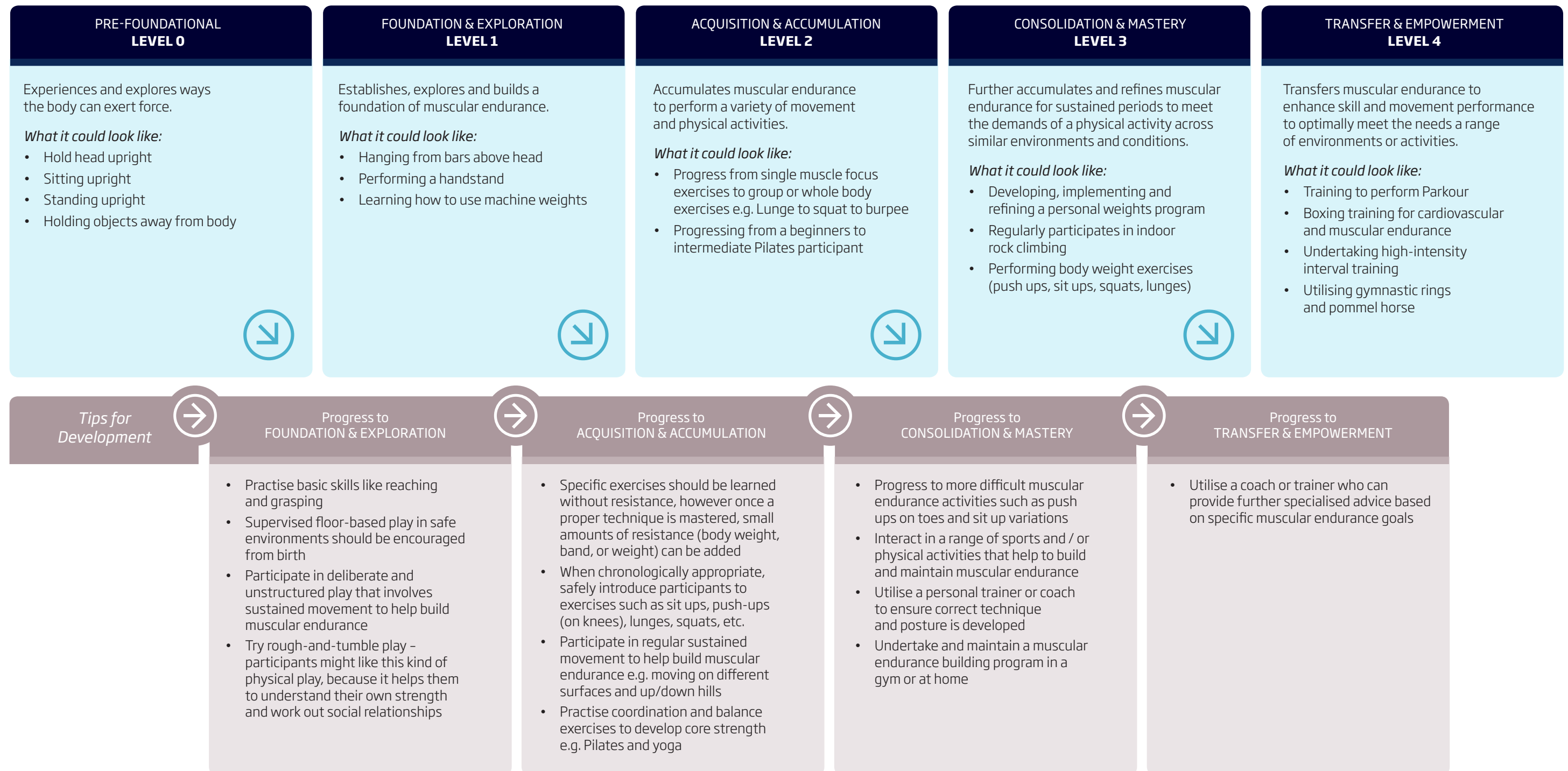
PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Involuntarily experiences cardiovascular endurance in relation to movement of the body. What it could look like: - Breathing while sleeping - Sitting - Eating	Builds and explores cardiovascular endurance response to incidental movement and physical activity tasks. What it could look like: - Walking to school or work - Walking up the stairs - Unstructured play - Games of tag or tiggy	Accumulates and develops cardiovascular endurance to enhance participation in movement and physical activity tasks. What it could look like: - Regular aerobic training (running, swimming, walking) to develop cardiovascular fitness to participate to develop fitness - Running for greater distances and duration in order to complete a fun run - Swimming more laps to enhance cardiovascular endurance for health benefits	Strengthens and applies cardiovascular endurance to meet the demands of movement and physical activity tasks across similar environments and conditions. What it could look like: Specific cardiovascular training to meet requirements of gameplay, or meet increased levels of cardiovascular fitness e.g. interval training	Efficient and effective transfer of cardiovascular endurance to meet demands of physical activity tasks in a variety of movement contexts and environments. What it could look like: Swimming, running and bicycle training for an endurance event e.g. marathon, adventure race, obstacle course, triathlon

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	- Supervised floor-based play in safe environments should be encouraged from birth - Participate in deliberate and unstructured play that involves prolonged moderate intensity physical activity e.g. walking crawling, pulling up, chasing, skipping, jumping	- Encourage participants to take part in games, sports and physical activities that involve: - running - hopping - jumping - skipping - Encourage unorganised physical activity during breaks in the playground, oval or local park - Walk, cycle or scooter to and from school or work	- Improve cardiovascular fitness by increasing distance, duration and intensity of cardio activities such as running and swimming - Regularly take part in moderate vigorous physical activity e.g. sports that involve running, cycling or swimming - Set a training goal such as a fun run or marathon - Utilise a personal trainer or coach to ensure correct technique and posture is developed	- Continue to increase distance, duration and intensity of cardio activities such as running and swimming - Utilise a coach or trainer who can provide further specialised advice - Participate in a range of different cardio activities to maintain interest, such as playing a sport, riding to work, bushwalking on the weekend, going to a cardio class at the gym

Definition

Ability of muscle(s) to repeatedly exert force over a sustained period.

What it could look like: • Push-ups, pull ups, wall sits • Yoga poses • Rock climbing • Pump class • Pilates





Definition

Ability to move two or more body parts in a controlled, smooth and efficient manner.

What it could look like: • Juggling • Diving • Dancing

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores and experiences how to move a range of body parts at the same time in simple movements. <i>What it could look like:</i> • Rolling over • Pushing and pulling an object • Smiling and clapping	Establishes control of two or more parts of the body at the same time. <i>What it could look like:</i> • Walking on a painted line • Walking on tip of toes • Dressing and feeding oneself	Develops and refines body control to coordinate the smooth movement and control of multiple body parts to execute specific actions or techniques. <i>What it could look like:</i> • Throwing a ball • Serving a tennis ball • Training in martial arts • Practising yoga and Pilates	Optimises body control to coordinate the movement of multiple body parts in a range of actions and techniques, across similar settings. <i>What it could look like:</i> • Playing baseball and softball • Stretching, pilates and rock climbing • Performing in gymnastics, ballet and callisthenics • Competing in high-jumping and long jump	Transfers coordination skills to perform movement tasks in new ways with autonomy across a variety of contexts and environments. <i>What it could look like:</i> • Juggling different objects • Performing an ‘alley-oop’ in basketball • Choreographing a dance

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Supervised floor-based play in safe environments should be encouraged from birth • Participate in deliberate and unstructured play that involves a range of body parts moving together e.g. climbing, rolling catch, grabbing, walking, crawling, drawing, building towers etc	• Draw lines on a path with chalk and challenge the person to walk along the line without falling off • Throw bean bags at targets of varying distances • Practice kicking, throwing, catching balls of varying sizes, from various heights and distances • Practice playing with equipment to manipulate objects e.g. Cricket bat and ball play	• Ensure participants understand each of the elements involved in coordinating a sport-specific skill, e.g. shooting a goal in netball involves preparation: squat, shoot, follow through • Adults can join in with their children to help support the development of coordination for specific skills e.g. Basketball shooting, AFL hand passes, Football passes • Interact in a large range of sports and physical activities during childhood, and continue this until at least the age of 15 to help develop a full range of movement abilities and promote adaptability of skills and all-body coordination and control	• Identify the different roles of each body part when performing a skill e.g. foot, body and hand positions when performing a lay-up in basketball • Fostering positive self-talk with participants can assist them to develop positive mantras and successfully coordinate complex movement skills e.g. attacking, defending, and shooting



Definition

Skills involving balance and weight transfer.

- What it could look like:
- Static balance (standing stork in yoga)
 - Counter balance (balancing with a partner)
 - Balance on uneven surfaces (abseiling)
 - Balance while moving (walking on a beam)
 - Maintain balance while transferring weight (for example throwing a ball)

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores how the body can be controlled, attempting to establish posture and stability. What it could look like: • Climbing on stationary objects or that have a spring action; rocking back and forth without assistance • Attempting to climb objects and equipment • Requiring support for some balancing activities e.g. holding another’s hand when on fluctuating walking surfaces	Controls posture and maintains stability in controlled movement tasks such as static balances. What it could look like: • Balancing on toes to reach an object • Walking along a wide balance beam without support • Jumping over an object and landing with both feet together • Exploring centre of gravity and stability whilst performing balance activities	Develops, practises, performs and refines body control to enhance stability across a variety of movement activity sequences and situations. What it could look like: • Rotates and pivots on one foot when playing basketball • Using head, torso, arms and legs as appropriate counter balances • Demonstrating a range of balances, including being able to walk a short distance along a narrow balance beam without support • Composing and performing a range of complex static and dynamic balances or rotating / pivoting using different body parts	Refines and performs balance / stability skills with increasing accuracy between familiar and increasingly complex situations. What it could look like: • Applying stability and locomotor skills to dodge and feint in different movement situations • Designing and performing movement sequences to travel around, over, under and through natural or built obstacles • Working with a partner to explore pushing and pulling movements and how these can be manipulated to perform counter-balances • Walking the full length of a narrow balance beam without support	Effortlessly adapts balance / stability skills to new movement contexts, skilfully transferring between situations and challenges. What it could look like: • Refining / modifying stability in dynamic movements and physical activity contexts to improve efficiency and effectiveness or to avoid injury • Performing with precision during evaluation and competition e.g. gymnastics competition

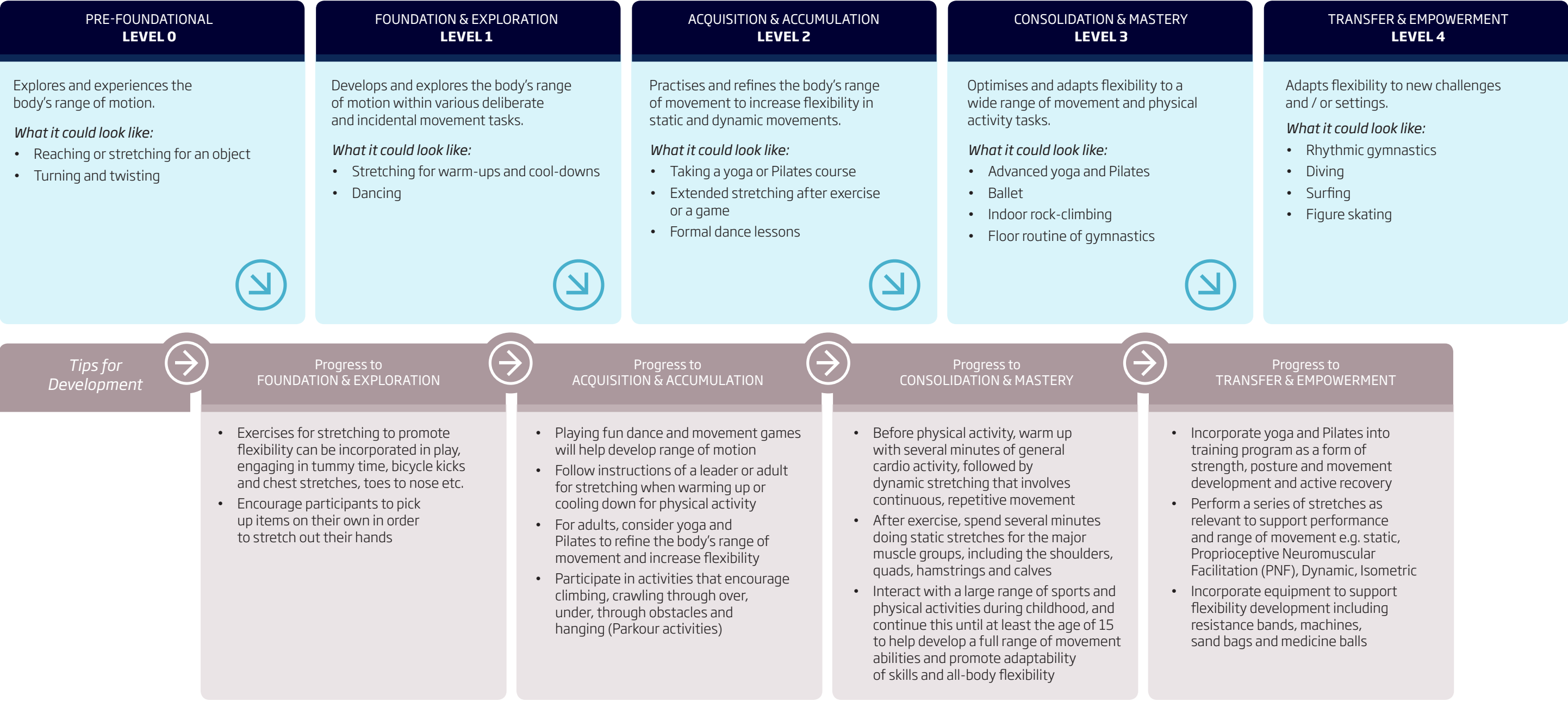
Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Participate in deliberate and unstructured play that involves movements to develop basic stability and balance, e.g. - moving over unstable surfaces, e.g. pillows, blankets and beanbags - walking or running on toes - balancing on one foot for a short time - kicking a ball from a standing position	• Practise transferring weight dynamically from one part of the body to another e.g. hopscotch, skipping, dancing • Practise balancing on low structures like a bench or a log (variations with left and right legs, one eye closed, both eyes closed, arms out, arms behind back, head tilted back) • Try challenges to control balance while carrying out tasks e.g. stand on one foot while throwing, catching or bouncing a ball, control balance on a bench whilst completing ball activities, such as passing the ball along, under or over • Play stepping-stone games that involve jumps to each stone, challenging a participant’s balance	• Move through obstacle courses, avoiding objects and maintaining balance • Practise maintaining balance on a unstable platforms, e.g. balance board, fitness balls • Interact with a range of different sports and physical activities to holistically develop stability and balance, in particular movements that require weight transferences, e.g. golf, swimming, bushwalking, football, gymnastics • Practise transitioning from one skill to another e.g. leaping to balancing	• Practise landing in a controlled manner from different speeds, directions and heights • Play games and sports that involve dodging and feinting such as netball, basketball, dodgeball, tennis, football • Challenge both static and dynamic balance with a focus on coordination



Definition

Capacity of a joint or muscle to move through or extend its full range of motion.

What it could look like: • Stretching • Yoga poses • Gymnastics • Dancing





Definition

Ability to quickly direction or body position.

What it could look like: • Dodging games such as basketball, football, netball, tag

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Ability to quickly change body position or direction of the body while maintaining balance. <i>What it could look like:</i> • Dodging in games such as basketball, football, netball, tag • Gymnastics • Yoga	Builds and explores directional change and / or body position with control. <i>What it could look like:</i> • Moving forwards, backwards, and side to side • Playing tag, trying to catch an opponent	Practises and develops agility, changing direction and / or body position with speed and fluency. <i>What it could look like:</i> • Playing dodge ball • Negotiating agility poles • Foot ladder activities • Pivoting in netball	Manoeuvres body at speed while accurately keeping balance and control in relation to environment. <i>What it could look like:</i> • Side stepping in rugby • Playing squash	Transfers agility to meet the demands of a range of environments to overcome obstacles, meet challenges and execute movement skills. <i>What it could look like:</i> • Competing in fencing • Training for Parkour • Playing semi-professional basketball, soccer, rugby etc

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Participate in deliberate and unstructured play that involves a range of movements occurring in different directions • Supervised floor-based play in safe environments should be encouraged from birth • Develop rhythmicity and movement synchronisation by playing hand-clapping and singing and dancing games	• Skipping activities help train the feet to move quickly and build cardio and muscular endurance • Minor games that involve changes in direction and whistle commands such as tag • Minor games where participants to react to visual, auditory, and kinaesthetic or tactile cues, is an important aspect of agility • Practice running and changing direction through a maze of cones	• Try more complex jump rope skills help train the feet to move quickly and with coordination • Avoid forcing young children to perform training drills that are inappropriate for their level of development • Facilitate your child's access to appropriate instruction and coaching • Interact with a large range of sports and physical activities during childhood, and continue this until at least the age of 15 to help develop a full range of movement abilities and promote adaptability of skills and all-body coordination and control	• Try evasion drills such as those in rugby (side step, fend, dummy pass) • Practice weaving drills such as dribbling a ball in football, hockey and basketball also encourages coordination • Carry out drills in figure-eight patterns • Practise landing in a controlled manner from different speeds, directions and heights



Definition

Ability to carry out tasks where resistance is a factor. Strength is the maximal force applied against a load.

What it could look like: • Push-ups • Squats • Bench press • Pull-ups

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Experiences and explores force in relation to lifting own body weight or objects. What it could look like: - Gym specific exercises including, push-ups, bench press, pull ups, squats - Climbing on monkey bars / rope - Commando crawling	Explores and displays ability to exert force and builds strength. What it could look like: Lifting, pulling, pushing, resisting or moving objects	Demonstrates strength to lift, pull, push, rotate, resist or move objects. What it could look like: - Body-weight exercises (push-ups, squats, lunges) - Pilates	Optimises strength performing tasks or activities with efficiency. What it could look like: - Indoor or outdoor rock-climbing - Weight lifting	Adapts strength to enhance skill and movement performance to optimally meet needs of a range of diverse and challenging environments. What it could look like: - Advanced yoga, Pilates, dance - Competitive gymnastics

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	- Supervised floor-based play in safe environments should be encouraged from birth - Participate in deliberate and unstructured play that involves a participant using their own body weight - Support participants to develop the strength to sit, stand and walk aided or by themselves - Challenge participants to reach items just out of their range while on the floor, helping to build core strength - Try rough-and-tumble play - participants might like this kind of physical play, because it helps them to understand their own strength and work out social relationships	- Swinging from one bar to the next strengthens the upper body, boosts muscular strength and improves coordination - Play games such as tug-o-war, animal walks, wheelbarrow walking and bean bag throwing - Incorporate games and activities that encourage bounding and hopping to develop leg and core strength	- Focus on body-weight-resistance exercises including push-ups, squats, lunges and burpees - Interact with a large range of sports and physical activities during childhood, and continue this until at least the age of 15 to help develop a full range of movement abilities and promote adaptability of skills and all-body coordination and control - Undertake and maintain a strength-building program in a gym or at home - Incorporate equipment to support strength development including resistance bands, machines, sand bags and medicine balls	- Incorporate a large range of different programs and activities to promote adaptability of skills - Utilise a coach or trainer who can provide further specialised advice



Definition

Length of time taken to respond to a given stimulus.

- What it could look like:
- Race start
 - Reacting to a referee’s whistle
 - Reacting by moving to a better fielding position
 - Reacting to an opponent’s movements

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores and experiences reaction to stimuli and events. What it could look like: • Grabbing items • Responding to stimuli e.g. touching a hot item, sounds, cues • Responding with movement to rhythm, beat, music and words	Responds appropriately, in time, to simple tasks including single and choice-reaction decisions. What it could look like: • Catching and grabbing large objects from different levels and ranges • Creating, following, repeating and altering movement sequences and games in response to rhythm, music or words	Enhances response time in relation to single and multiple stimuli experiences to respond appropriately through movement. What it could look like: • Taking off for a sprint when triggered • Catching tennis balls, cricket balls and softballs from different levels and ranges	Optimises reaction time across movement context and challenges of multiple stimulus, to perform successful or efficient completion of a task for competition, error avoidance or injury avoidance. What it could look like: • Reaction time is deployed alongside coordination, manipulation, power, agility, balance, locomotion etc. • In games, identifying cues and patterns from opponents and responding to counter • Anticipating outcomes of events, reading the field of play • Switching quickly from concentration on the opponent, to concentration on the field of play in invasion games	Adapts and deliberately modifies reaction time to consistently execute skills and physical activity movements in a variety of challenging contexts and environments. What it could look like: • Finds optimal performance zone (arousal / stress level) • Pre-empts or reads play in unfamiliar contexts • Competing in fencing, taekwondo • Goalkeeper analysing body language of opponents during penalties

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Supervised floor-based play in safe environments should be encouraged from birth • Participate in deliberate and unstructured play that involves a participant exploring how to respond to stimuli e.g. objects, audible/visual stimulus • Develop rhythmicity and movement synchronisation by playing hand-clapping and singing and dancing games	• Participate in minor games that involve responding to rhythm, music and sounds, e.g. musical chairs • Engage in ball play to help improve reaction time e.g. throwing, catching, kicking, striking and aiming for a target • Practise responding to visual cues such as a hand raised in the air or verbal cues such as ‘ready, set, go’, ‘freeze’	• Play a range of minor games to develop anticipation and reaction time • Practise shifting attention from one thing to another in games e.g. receiving a basketball, to then avoiding an opponent while dribbling • Ensure adequate warm-ups so the nervous system and muscles are ready to act • Analyse body language of opponents to detect cues	• Practise techniques that control anxiety and nervousness • Practise techniques that create optimal levels of motivation to support performance • Practise and develop set plays in game situations so they become automatic



Definition

Ability to move the body quickly across the ground, water or air, and / or move limbs quickly.

What it could look like: • Sprinting, downhill skiing, sprinting in spin class • Moving arm quickly through a forehand strike

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Becomes aware of different speeds in movement. <i>What it could look like:</i> - Moving at various speeds assisted with aids or vehicles - Crawling, walking, running at different speeds	Establishes a foundation through exploring speed through and for movement. <i>What it could look like:</i> - Developing fundamental movement skills (FMS) on land, on water and with equipment (see related elements) - Learning how to go faster on a slide - Playing tunnel ball	Intentionally develops speed to perform a range of physical activity movement skills. <i>What it could look like:</i> - Learning the way speed is required in sport and physical activity settings - Participating in relays and races - Demonstrating acceleration and deceleration	Further builds and refines speed to perform body movements in a number of environments and conditions. <i>What it could look like:</i> - Deliberately training to improve times - Speed training for sport and recreation-specific purposes - Sparring	Integrates and controls speed through diverse, novel and challenging movement environments. <i>What it could look like:</i> - Performing complex dive tumbles - Training for Parkour - Competing in figure skating

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	- Supervised floor-based play in safe environments should be encouraged from birth - Engage in daily deliberate and unstructured play and activities, both indoors and outdoors, that involves exploring different speeds when moving e.g. being on a slide, a swing, a scooter	- Practise running in a variety of environments and conditions e.g. grass, dirt trails, sand, up and down hills - Play minor games that include running at different speeds, e.g. tag and dodge games, walking - Encourage children to run fast like their favourite animal. Or use other visualisation images such as running on a hot floor to help increase speed - Facilitate relays or races to ensure fast runs remain fun	- Encourage participants to try long-distance runs, easy runs and fun runs on separate days to keep them motivated - Stretch after each run. Increasing flexibility increases how fast their legs can move - Use the proper fuel before, during and after a run to stay energised and strong, e.g. carbohydrate-rich snacks before runs and food that contain protein and carbohydrates after runs - Utilise online video resources to assist with development of speed - videos will help visualise and explain correct techniques	- Developing strong and stable core muscles is important to strengthen the muscular system and improve speed so incorporate activities such as sit-ups and push-ups into training sessions - Focus on building strength in general to enhance speed - Develop and practice proper technique with the guidance of a coach



Definition

Ability to exert maximum force (strength) as quickly as possible (speed).
What it could look like: • Acceleration when running and swimming • Jumping • Throwing objects

PRE-FOUNDATIONAL LEVEL 0	FOUNDATION & EXPLORATION LEVEL 1	ACQUISITION & ACCUMULATION LEVEL 2	CONSOLIDATION & MASTERY LEVEL 3	TRANSFER & EMPOWERMENT LEVEL 4
Explores own power through movement of the body. <i>What it could look like:</i> • Throwing objects • Splashing in water	Explores how speed and strength can be combined to generate power. <i>What it could look like:</i> • Developing fundamental movement skills (FMS) on land, on water and with equipment (see related elements)	Intentionally develops the combination of speed and strength to generate power to manipulate objects and perform movement skills. <i>What it could look like:</i> • Hitting a tee-ball • Practising throwing a shotput • Trampolining • Kicking a football	Further accumulates and refines power application to perform body movements across similar environments and conditions. <i>What it could look like:</i> • Weight lifting • Controlling a tennis serve • Timing of a cricket shot • Pushing off the wall in a swimming race	Executes precise application of power to achieve movement performance. <i>What it could look like:</i> • Javelin throwing • Performing a technical golf swing

Tips for Development	Progress to FOUNDATION & EXPLORATION	Progress to ACQUISITION & ACCUMULATION	Progress to CONSOLIDATION & MASTERY	Progress to TRANSFER & EMPOWERMENT
	• Supervised floor-based play in safe environments should be encouraged from birth • Engage in daily deliberate and unstructured play and activities, both indoors and outdoors, that involves movement to understand one's own strength • Try rough-and-tumble play - participants might like this kind of physical play, because it helps them to understand their own strength and work out social relationships	• Modify games and equipment to meet the needs of the participant so that they can be appropriately challenged to develop their power • Develop and practice jumping, hopping, climbing, crawling and sprinting	• Concentrate on playing games that develop combinations of speed and strength including generating power to manipulate objects, e.g. four-bowler cricket, mini tee-ball) • Interact in a large range of sports and physical activities during childhood, and continue this until at least the age of 15 to help develop a full range of movement abilities and promote adaptability of skills and all-body coordination and control	• Receive professional advice from a coach or personal trainer when embarking on a power and strength-training program • Concentrate on games that focus on refining power movements across a variety of situations e.g. golf, hit-the-target

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