

Physical Development

Intent

In Early Years we nurture children's strong need and desire to be physically active which builds the foundations for other areas of their development by:

- Building children's strength, stamina, balance, co-ordination and dexterity
- Developing a range of large and small movements which they can control and develop their spatial awareness
- Improving and refining children's control and manipulation of a variety of tools
- Instilling a sense of confidence in children's own physical abilities enabling them to negotiate spaces
- Promoting independence by teaching them to make decisions and choices that will keep them healthy and safe



Implementation

Adults have a sound knowledge and deep understanding of physical development and the key aspects of gross and fine motor skills. They know that fine motor development relies on children having well developed gross motor strength and recognise the strong links between physical development and the ability to control and manipulate writing tools. Within the environment adults actively encourage children to build their strength, stamina, balance, co-ordination, dexterity and encourage appropriate sitting to support their core strength.

Physical Development is valued and promoted through:

- Weekly PE sessions in FS2, using Real PE Scheme.
- Capitalising on transition times to promote gross motor skills e.g. stand in the line on one leg.
- A daily Wake and Shake/Go Noddle session focussing on the key aspects of gross motor development.
- Finger Aerobics 3 x per week that develop wrist and finger strength, finger isolation and pincer grip.
- Fine and gross motor activities are provided in provision to encourage development of muscles e.g. Squiggle whilst you Wiggle, Dough Disco, peg boards, pincers/beads, threading.
- Equipping the provision with stools and different vertical surfaces to promote core strength, wrist strength and crossing the midline.
- Situating a Workshop in the provision, offering a wide variety of mark making tools and equipment e.g. hole punches, staples, treasury tags and paperclips to support the development of muscle strength and the control and manipulation of real tools.
- Providing authentic resources throughout the provision e.g. real kitchen equipment.
- Using the outdoor area daily for Physical Development where small apparatus is organised, displayed and available for children to use independently.
- Setting up a mini gym/obstacle course which, are equipped with resources that enable children to develop their strength, stamina, balance and co-ordination.
- Equipping the outdoor area with a base layer of resources to promote balance and upper body strength e.g. balance bikes, scooters, wheeled vehicles, wheelbarrows, buckets and weighty objects

Even though we follow these key experiences, there is flexibility within these plans to allow for spontaneous events and activities and for when we might need to adapt our implementation depending on the children's current needs or interests.

Skills 2-3 years

- Use wheeled toys

Skills 3-4 years

- Pedal a trike

Skills 4-5 years

- Ride a balance bike/scooter independently
- Ride a pedal bike without stabilises

- Begin to pedal a trike/scooter
- Fit themselves into spaces e.g. tunnels, dens and large boxes
- Start to kick, throw and catch balls
- Build independently with a range of resources
- Walk, run, jump and climb with support and start to use steps independently
- Spin, roll, use ropes and swings e.g. tyre swings
- Walk along low balance beams gradually becoming more steady
- Climb steps, may use two feet to a step
- Participate in whole school sports events
- Use mark making equipment drawing circles and lines
- Make snips in paper with long loop scissors
- No longer uses full hand grasp

- Ride a balance bike/scooter
- Sit on the balance bikes and 'scoot' self along
- Use 2 hands to pick up heavy objects, and with support seek assistance to move heavier objects
- Balance on one foot for a short time
- Be able to climb up/ walk across/ jump off climbing equipment safe
- Uses alternate feet to mount steps
- Be able to throw and catch a large ball
- Run in a straight line
- Gallop (pre-skipping), begin to hop
- Complete a simple obstacle course
- Use large up and down/ circular movements
- Move their body in response to music – See Expressive Arts – Dance/Music
- Participate in whole school sports events
- Be able to dig, scoop and pour without spilling
- Make snips/cut along a straight line in paper with (left/right handed) / long loop scissors then round edged scissors
- Able to use a spoon to feed self/ cups to drink
- Use paint brushes – large movements – circular, up and down
- Use tweezers to pick up/ move objects e.g. beads, pasta, pom poms etc.
- Thread beads/ large objects onto string/ pipe cleaners, sewing on Binka with support
- Use mark making equipment with increasing accuracy e.g. drawing shapes/ simple pictures
- Begin to use a three finger grip
- Have a dominant hand

- Negotiate space and obstacles when running and using equipment
- Be able to move heavier objects independently
- Show awareness of how to move objects safely e.g. seeking support from another person when objects are too heavy
- Show increasing co-ordination when hitting (bat and ball), throwing, catching and kicking balls
- Be able to balance/climb up/ walk across/ jump off climbing equipment confidently/ independently
- Be able to transition to a space with a range of movements e.g. skip, hop
- Be able to work with a partner or part of a team
- Move their body appropriately in response to music - See Expressive Arts – Dance/Music
- Participate in whole school sports events
- Scissor skills – cut around and along shapes with round edged scissors
- Dig, scoop and pour with accuracy
- Use cutlery
- Use paint brushes – smaller, more detailed movements
- Tweezers – smaller objects such as sequins, etc.
- Show more control over threading e.g. weaving, sewing (Binka)
- Draw pictures with accuracy, pictures show more detail
- Hold mark-making equipment with an effective, comfortable and sustainable grip
- Write most letters which are formed correctly

Impact

By the end of Foundation Stage children will be able to:

- Negotiate space and obstacles safely
- Run, jump and climb
- Throw, catch and kick a ball
- Ride a bike
- Balance using their core stability
- Demonstrate upper body strength
- Cross the mid-line
- Move in a variety of ways
- Demonstrate strength and stamina
- Co-ordinate both sides of their body to do different things at the same time
- Use a comfortable and efficient pencil grip
- Draw with accuracy

Early Learning Goals

Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Links to Key Stage One Curriculum

Children should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;
- perform dances using simple movement patterns