

Physical Development

'Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.' *Statutory Framework for the Early Years Foundation Stage*

Intent

Overview

At St. Christopher's and Sunflowers we want to support our children in becoming independent in making decisions and choices that will keep them healthy and safe. We want to encourage our children to develop healthy habits and explore skills and opportunities that may become hobbies and interests in the future. 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*
- *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*

Knowledge

By the end of the Early Years Foundation Stage I know...

Gross Motor

- *Core strength helps me to balance and use my limbs independently*
- *Big muscles need to be strong to support smaller muscles in my body*
- *Exercise will build strength and stamina*
- *I have an imaginary line down my body and I can cross over it with opposite hands and feet*
- *Crossing the midline helps both sides of my brain to connect*
- *Both sides of my body need to work together in a co-ordinated way*

Fine Motor

- *I have fingers and thumbs and that they can each work separately*
- *My wrists and fingers need to be strong to manipulate small tools and objects*
- *Which fingers form a pincer grip*
- *Which fingers form a tripod grip*
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Skills

I am learning to...

- Balance
- Kick a ball
- Throw and Catch
- Lift and carry heavy objects
- Cross the midline
- Hop and skip
- Negotiate space
- Make alternating movements
- Run
- Jump
- Roll
- Turn
- Spin
- Crawl
- Climb
- Make anti-clockwise movements
- Manage fastenings
- Re-trace vertical lines
- Make symmetrical movements
- Co-ordinate the two sides of my body
- Isolate my fingers
- Use a pincer grip
- Form a tripod grip
- Make decisions
- Take risks
- Adjust speed
- Make healthy choices
- Use tools and equipment

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 and dexterity.

Physical Development is valued and promoted through:

- Weekly PE sessions.
- Capitalising on transition times to promote gross motor skills e.g. stand in the line on one leg.
- Equipping the provision with stools and different vertical surfaces to promote core strength, wrist strength and crossing the midline.
- Ensuring the our very youngest children have opportunities to develop core strength through tummy time and floor based activities.
- Situating a Woodwork Station in provision offering children the opportunity to use real tools for a purpose. Ensuring provision is stocked with 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.
 - Providing dedicated opportunities to develop mark making and fine motor skills.
- Using the outdoor area daily for Physical Development where small apparatus is organised, displayed and available for children to use independently.
- 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.

Impact

By the end of the Early Years Foundation Stage I can...

- *Throw, catch and kick a ball*
- *Balance using my core stability*
- *Draw with accuracy*
- *Use a tripod grip*
- *Cross the midline*
- *Demonstrate strength and stamina*
- *Demonstrate good sportsmanship*
- *Move in a variety of ways*
- *Demonstrate upper body strength*
- *Control a variety of tools*
- *Co-ordinate both sides of my body to do different things at the same time*
- *Manage clothing fastenings*
- *Control speed, movement and negotiate space when playing games*
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Vocabulary

core	anticlockwise	tripod grip	isolate	forwards
balance	midline	vertical	wobble	backwards
muscles	strong	symmetrical	stable	sideways
co-ordinate	stamina	alternating	straight	large
top	bottom	upper	lower	small
tracking	left	right	across	together
stretch	pose	fitness	exercise	healthy
pincer grip	repeat	mobility	practise	manipulate
physical	unhealthy	next	control	