

Physical Development



Intent

To leave the foundation stage having experienced a diverse range of physical activities and challenges. It offers the children opportunity to develop and practise control over their own bodies. It allows them to develop the confidence and skill in large gross motor movement such as running, jumping, climbing etc. Children will develop their spatial awareness and co-ordination, whilst at the same time encouraging the fine motor skills they need to develop holistically.

<p>Aspiration</p> <p>Visitors from local fitness establishments or community invited in to demonstrate different forms of exercise and movement.</p>	<p>Partnership with parents</p> <p>Parents are invited into the setting to support and encourage the children through a sporting activity day.</p> <p>They are encouraged to support their children at home with helping their child become more independent in self-care.</p>	<p>Inspiration / cultural enrichment</p> <p>Children will be inspired by photographs and videos of famous athletes from around the world as well as local community.</p>
<p>The big picture</p> <p>In preparation for the programmes of study to follow in key stage 1, children will be given opportunity to develop and practise the control over their own bodies. They will learn to travel in different ways such as running, jumping and skipping. They will build stamina through a range of activities, and start to demonstrate strength and balance. Children will start to develop their coordination, fundamental movement skills and teamwork. They will learn how to throw and catch a variety of different size balls. The children will learn how to take calculated risks and enjoy being active, both inside and out. Children will use a range of tools that will support and strengthen fine motor control and co-ordination.</p>	<p>Development Matters Links</p> <p><u>3/4</u></p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, Make healthy choices about food, drink, activity and toothbrushing. <p>Reception / ELC</p> <ul style="list-style-type: none"> 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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	<p>N C Links</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best
<p>Topic Specific Vocabulary</p> <p>Anticlockwise, tripod grip, forwards, balance, wobble, backwards, muscles, strong, symmetrical, stable, sideways, straight, large, top, bottom, upper, lower, small, tracking, left right, across, together, stretch, pose, fitness, exercise, healthy, pincer grip, repeat, practise, physical, unhealthy, next, control, run, hop, jump, skip, fitness,</p>	<p>Knowledge / skills</p> <p>Children develop the skills to use a wide range of tools with safety and increasing accuracy eg, scissors, glue/tape, dispensers, hole punch, stapler etc.</p> <p>They decide what they want to make and which materials would be most appropriate to use.</p> <p>They modify, adapt and refine the process as they create and justify their choice of technique/material.</p> <p>Children can use construction kits with increasing accuracy and create designs of their choice.</p>	<p>Endpoints</p> <p>Children will:</p> <ul style="list-style-type: none"> Co- ordinate both sides of the body to do different things at the same time Cross the mid line Throw, catch and kick a ball Negotiate space and obstacles safely Move in a variety of ways Be independent in their own care needs Hold a pencil effectively
<p>Indoor Environment / Continuous Provision</p> <p>Children have continuous access to various writing utensils and daily fine motor activities such as playdough, scissors, pens, threading and mark making activities. Children have access to musical instruments and music from around the world.</p>		<p>Outdoor Environment / Continuous Provision</p> <p>Children will have continuous access to the outside area where they can use bikes, scooters trikes, large building blocks, small building blocks, climbing and balancing apparatus, water, role play, reading and writing opportunities.</p>

