

Early Years at Malmesbury C of E Primary School

Physical Development Statement of Intent, Implementation, and Impact

with

Progression of Skills and Cross Curriculum Links





Malmesbury
Church of England Primary School

Physical Development Intent Statement

Intent Overview

At Malmesbury C of E Primary School 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 that 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.

Physical Development Intent Statement

Physical Development

Knowledge: Gross Motor Development

I know...

- core strength helps me to balance and use my limbs independently
- big muscles need to be strong to support the smaller muscles in my body
- exercise will build my strength and stamina
- I have an imaginary line down the middle of 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

Knowledge: Fine Motor Development

I know...

- I have fingers and thumbs and that they can all work separately
- my wrists and my fingers need to be strong to manipulate small tools and objects
- which fingers form a pincer grip
- which fingers form a tripod grip

Skills

I am learning to...

- balance
- throw and catch
- lift and carry heavy objects
- cross the midline
- hop and skip
- negotiate space
- run and jump
- make alternating movements
- roll
- turn
- spin
- climb
- make anti-clockwise movements
- re-trace vertical lines
- make symmetrical movements
- co-ordinate two sides of the body
- isolate my fingers
- use a pincer grip
- form a tripod grip
- make decisions
- take risks
- make healthy choices



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Physical Development Intent Statement

Statutory Framework

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



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Physical Development Implementation Statement

Implementation

At Malmesbury C of E Primary School, the trained EYFS adult practitioners have a sound knowledge and understanding of physical development including the key aspects of gross and fine motor movements. We understand and recognise in our planning and activities 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.

Within both our indoor and outdoor continuous provision, we have a wide variety of tools for the children to access and use that support their physical development - for example authentic resources, such real kitchen equipment in the home corner, scissors, mark-making tools, and climbing equipment. Children are given daily access to their class's outdoor area, and these areas are equipped with a base layer of resources to promote balance and upper body strength including balance bikes, scooters, wheeled vehicles, wheelbarrows, buckets and weighty objects. These areas are enhanced through planned activities and additional resources according to the children's developmental needs. Reception children take part in PE lessons which support the children in further developing and refining their gross motor skills, core strength and balance.

In continuous provision, motor skills are developed through a range of activities and resources, such as playdough, peg boards and craft activities, with a specific fine motor challenge taking place each week in the Funky Fingers section of the classroom.



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Physical Development Impact Statement

Impact

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

Throw, catch and kick a ball	Use a tripod grip
Balance using their core stability	Demonstrate upper body strength
Draw with accuracy	Move in a variety of ways
Cross the midline	Control a variety of tools
Demonstrate strength and stamina	Negotiate space and obstacles safely
Co-ordinate both sides of their body to do different things at the same time	

Physical Development Progression of Skills

Gross Motor		
In Nursery, the children learn to...	In Reception, the children are learning to...	End of Foundation Stage Checkpoint
<ul style="list-style-type: none"> • move in a range of ways • move around a space safely • develop my core strength to balance • build my upper body strength • cross the midline • draw large lines and circles using my whole arm • use both sides of my body to do the same thing at the same time • use both sides of my body to do the same thing alternatively • throw and catch a variety of objects of different weights and sizes • learning to kick a ball 	<ul style="list-style-type: none"> • move in different ways in a co-ordinated way • use my spatial awareness to avoid obstacles • travel around, under, over and through equipment • co-ordinate both sides of my body to do different things • develop my hand-eye co-ordination • throw, catch and kick with accuracy • build my stamina and strength 	<p>Early Learning Goal: Gross Motor Skills</p> <ul style="list-style-type: none"> • Children negotiate space and obstacles safely, with consideration for themselves and others • Children demonstrate strength, balance and co-ordination when playing • Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing

Physical Development Progression of Skills

Fine Motor

In Nursery, the children learn to...

- isolate each of my fingers
- build my finger strength
- develop my wrist stability and strength
- develop a pincer grip
- draw lines and circles
- draw a simple representation of themselves
- use one-handed tools
- hold writing tools using a tripod grip
- control writing tools using a tripod grip
- copy some letter shapes

In Reception, the children are learning to...

- control and manipulate different tools safely
- handle equipment and writing tools with dexterity
- use anti-clockwise movements in drawing and writing
- draw intersecting lines and simple shapes
- draw a representation of themselves to include a head, body and limbs
- consistently use tripod grip to control writing tools
- form recognisable letters
- form their letters correctly

End of Foundation Stage Checkpoint

Early Learning Goal:
Fine Motor Skills

- Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Children use a range of small tools, including scissors, paint brushes and cutlery
- Children begin to show accuracy and care when drawing

Early Years Physical Development Links with Cross-Curricular Links

English – Spoken Language

Following Instructions

Nursery	Remember rules without needing an adult to remind them
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Music

Nursery	Use large-muscle movements to wave flags and streamers, paint and make marks
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Reception	Combine different movements with ease and fluency
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PSHE

Nursery	Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips
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Reception	Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none">- Lining up and queueing- Mealtimes
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Early Years Physical Development Links with Cross-Curricular Links

PE		
Nursery		<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>

Early Years Physical Development Links with Cross-Curricular Links

PE (continued)	
Nursery	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>

Early Years Physical Development Links with Cross-Curricular Links

PE	
Reception	<p>Revise and refine the fundamental movement skills they have already acquired: rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p>

Early Years Physical Development Links with Cross-Curricular Links

PE (continued)	
	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>

Early Years Physical Development Links with Cross-Curricular Links

Art	
Nursery	<p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</p> <p>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</p>
Reception	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop overall body-strength, balance, co-ordination and agility</p>
End of EYFS Checkpoint Early Learning Goals	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery</p> <p>Begin to show accuracy when drawing</p>

Early Years Physical Development Links Cross-Curricular Links

DT	
Nursery	<p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Choose the right resources to carry out their own plan</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p>
Reception	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop the small motor skills so they can use a range of tools competently, safely and confidently</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor</p>
Computing	
Nursery	<p>Match their developing physical skills to tasks and activities in the setting</p>
Reception	<p>Develop their small motor skills so they can use a range of tools competently, safely and confidently</p>