



Breadsall C of E Primary School

Early Years Foundation Stage
POLICY DOCUMENT

Physical Development
(Primary area of learning)

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Next review date: September 2023

We follow the **Early Years Foundation Stage Statutory Framework (2021)** which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS seeks to provide:

- **Quality and consistency** in all early years settings so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Overarching principles

Four guiding principles shape practice at our school. These are:

- **A Unique Child** : every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- **Positive Relationships**: children learn to be strong and independent through positive relationships
- **Enabling Environment**: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **Learning and Development**: Children develop and learn at different rates. In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately with due regard to the three **characteristics of effective teaching and learning** which are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements •
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

At Breadsall C of E Primary we believe that physical development is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We provide opportunities for them to be active to improve their skills of co-ordination,

manipulation and movement. We believe that children need to develop an understanding of the importance of physical activity and how this can contribute to their wellbeing.

EYFS Statutory Educational Programme for Physical Development (2021)

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.

Aspects of Physical Development

Physical Development is made up of the following aspects:

Gross Motor Skills – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Fine Motor Skills – Children show good hand-eye co-ordination. Children handle equipment and tools effectively, including pencils for writing.

At Breadsall Primary Physical Development includes:

- PE (Gym and Outdoor Games)
- Dance
- Outdoor play
- Indoor play

Aims and Objectives:

- Children will gain confidence in what they can do.
- Children will feel the positive benefits of being healthy and active.
- Children will develop a positive sense of well-being.

- To achieve the Early Learning Goals at the end of the Reception year, which are as follows:

Physical Development ELGS

ELG: 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Methodology:

Young children's physical development is inseparable from all other aspects of development because they learn through being active and interactive. Young children use all their senses to learn about the world around them and make connections between new information and what they already know.

Exploratory play can help new children settle. By releasing tension and having fun and enjoyment, children can often cope better and show resilience. Play and sports activities also help children develop their language and social skills such as independence and self-confidence.

The role of the teacher (key person) is crucial in planning and providing an environment that encourages children to do things, talk about what they are doing, and think about how they can improve their actions or movements.

This is achieved through:

- Providing a safe, well-planned and enabling learning environment with sufficient space both indoors and outdoors
- Giving children plenty of time to explore, experiment and refine movements and actions.
- Building on children's developing skills to promote confidence and independence.
- Providing opportunities for regular and frequent physical activity indoors and outdoors.

- Encouraging activities that offer appropriate physical challenges
- Appropriate resources to support specific skills.
- Adequate time and opportunities for children to use a range of equipment, ensuring that we include children with physical disabilities or motor impairments.
- Opportunities to use the language of movement and words of instruction
- Offering a range of stimuli for movement, such as action rhymes, stories, music and props.
- Teaching children to use equipment safely.
- Children are encouraged to move safely and assess risk.

Time Allocation:

There are daily opportunities to be active with both indoor and outdoor physical activities. There are daily opportunities to practise fine motor skills. In Reception additional specific time is allocated for games, dance and ball skills. All the EYFS children are involved in our school Sports Day.

Learning Support (See Learning Support Policy)

Children are taught in mixed ability classes. They are all supported and helped to make choices and decisions. Care is taken to ensure that each pupil has a sense of their own achievement. Differentiation of work takes place mainly by giving extra help to those who require it, and by providing support, vocabulary and skills to the more able pupils in order to challenge them. Many physical activities are particularly valuable to pupils with specific difficulties, e.g. using art and craft tools and small construction toys to help improve fine motor skills, and PE and dance activities to aid gross motor skills.

Provision for Pupils with SEND:

Time and care is taken to ensure that our practice is inclusive and that all children are involved in this important area of learning.

Resources:

Outdoor play equipment:	e.g. Large planters for digging, large sandpit, crates, wheeled toys,
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small equipment such as ropes, balls, quoits, beanbags, hoops, stepping stones for balancing, parachute.

Gym equipment:

e.g mats, mattresses, balance benches, ladders, balance beam.

Classroom equipment:

e.g. large construction such as big bricks
small construction such as Duplo and Lego, natural materials, art and technology supplies, puzzles, games.
percussion instruments, CDs for Dance,
Malleable materials eg clay and dough
Variety of painting and drawing
Implements
Scissors for cutting

Use of I.C.T.

- Use of mouse to improve hand/eye co-ordination
- Use of IWB, Ipads and camera

Recording

- Photographic and video evidence
- Observations

Assessment and Reporting

- Ongoing assessment based on observations.
- Parents are seen daily when they deliver their child to the classroom or pick them up at the end of the day, and this time can be used to chat informally about any aspect of a child's day at school.
- Parents are invited a termly parent teacher meeting to discuss the EYFS Learning Journey/Profile and associated evidence.
- Parents receive a written report at the end of the Summer Term.

Reception Progression of Skills for Physical Development

In their Reception year we would normally expect pupils to have been provided with sufficient learning opportunities to enable them to achieve all Early Learning Goal descriptors in Physical Development.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Reception Skills	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene To use a dominant hand. To use correct pencil grip. To use anticlockwise movement and vertical lines. To run, roll, crawl, walk, jump, hop, climb, skip. To begin to dress	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To negotiate space effectively. To be able to balance and coordinate safely. To sit with good posture on carpet or at table. Focus – taking turns and sharing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. To show good practice with regard to exercise, eating, sleeping, general and oral hygiene.	To handle tools, objects, construction and malleable materials safely and with increasing control. To improve style, core strength and coordination with different ways of moving Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating,	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together. Sending and Receiving Agility skill:	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To show good control and co-ordination in large and small movements. Join in team games showing good sportsmanship Focus – Aware of why exercise is important for good health.	<u>Skills.</u> 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.

	independently for PE Focus – following instructions, practise safely, independent work Footwork co-ordination One leg balance	Jumping and Landing Seated balance	To negotiate space effectively. Focus – Exploring and describing different movements Ball skills Partner Work	toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Focus – understand and follow simple rules, name some things I am good at. Balance: On a line	Reaction/Response	Ball chasing Floor work	<u>Fine Motor Skills.</u> 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, paint brushes and cutlery. Begin to show accuracy and care when drawing
Reception Knowledge	To know which hand to write with. To be aware of other people's personal space	To know how to make anticlockwise movement and retrace vertical lines. To know how to use scissors effectively.	To know how good practice with regard to exercise, eating sleeping, general and oral hygiene can contribute to good health.	To know why it is important to handle different apparatus safely.	To know how to form letters correctly. To learn about sportsmanship and being part of a team	To know how to handle a range of equipment and tools effectively.	
	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. Develop their fine 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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.						