

St Charles' Catholic Primary School

Early Years

Physical Development

**Note: This should be delivered alongside PE and RSHE
Curriculum**

Reception

St Charles' Catholic Primary School

Physical Development Overview

Movement play promoted through sand, water, playdough, malleable and mud kitchen play.

Key skills such as pencil grip and control, scissors and other tools promoted and modelled.

Independence promoted, encouraged and celebrated e.g. dressing, washing and toileting.

Whole school events such as sports day and healthy body and mind events to promote well-being.

RHE curriculum to support personal physical skills such as healthy eating.

Physical Education (PE) curriculum in Reception to develop gross motor skills.

Dough disco and Squiggle while you wiggle programmes to develop fine and gross motor skills.

Targeted whole class, group or individual interventions to support progress in physical development.

Progressive continuous provision curriculum planning that builds on children's interests.

Reflective planning following children's interests and using minute by minute formative ongoing assessments to plan opportunities for children to achieve their next steps in learning.
Termly summative assessments that inform planning.

Technology is used to engage and support children's learning in all areas of the curriculum

Health professionals and sport specialists in class to support developments of skills and knowledge.

Characteristics of Learning
Our provision promotes engagement, motivation and thinking.

Parents as Partners
We include parents in their child's physical development through including them when learning about families and inviting them in to school to share their experiences as well as online learning journals.

Enabling Environments
Carefully planned organised and engaging environments to support independent learning through play.



Reception Physical Development Curriculum

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.

Statutory Framework

Reception – Physical Development Gross Motor Skills

Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG	Year 1 National Curriculum
Range 4-5 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. 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. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 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. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing.	Range 6 Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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.	Physical Education 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. RSHE Curriculum Health Education elements.

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian.

Further develop the skills they need to manage the school day successfully:

- lining up and queuing
- mealtimes
- personal hygiene

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.

Adults Role	Learning Environment
Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Model precise vocabulary to describe movement and directionality, and encourage children to use it. Challenge children with further physical challenges when they are ready, such as climbing higher, running faster and jumping further. Encourage children to conclude movements in balance and stillness. Allow for time to be still and quiet. Suggestion: looking up at the sky, or sitting or lying in a den Encourage children to be highly active and get out of breath several times every day. Give children regular, sensitive reminders about correct posture. Provide opportunities to move that require quick changes of speed and direction. Encourage precision and accuracy when beginning and ending movements. Encourage children to use a range of equipment. These might include: wheeled toys, wheelbarrows, tumbling mats, ropes to pull up on, spinning cones, tunnels, tyres, structures to jump on/off, den-making materials, logs and planks to balance on, A-frames and ladders, climbing walls, slides and monkey bars. Introduce a range of resources used to bat, pat and hit a ball, modelling how to do this and giving children plenty of time for practice. Introduce children to balls games with teams, rules and targets when they have consolidated their ball skills. Talk with children about exercise, healthy eating and the importance of sleep. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians. Carefully explain some of the rules of lining up and queuing, such as not standing too close or touching others. Give children simple verbal and visual reminders. Celebrate, praise and reward children as they develop patience, turn-taking and self-control when they need to line up and wait. Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Encourage children to move with controlled effort, and use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy'. Use music of different styles and cultures to create moods and talk about how people move when they are sad, happy or cross. Motivate children to be active through games such as follow the leader. Talk about why children should take care when moving freely. Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools.	Provide regular access to appropriate outdoor space. Ensure there is a range of surfaces to feel, move and balance on, such as grass, earth and bark chippings. Give children experience of carrying things up and down on different levels (slopes, hills and steps). Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. Provide regular access to floor space indoors for movement. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Provide areas for sitting at a table that are quiet, purposeful and free of distraction Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others. Provide children with regular opportunities to practise their movement skills alone and with others. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options. Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest. Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees. Create obstacle courses that demand a range of movements to complete, such as crawling through a

Encourage children to use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy'. Pose challenging questions such as 'Can you get all the way round the climbing frame without your knees touching it?' Talk with children about the need to match their actions to the space they are in. Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient. Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. Provide regular reminders about thorough handwashing and toileting. Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day. Provide regular access to appropriate outdoor space. Teach and model the correct way for children to look after their personal hygiene for example washing hands correctly for 20 seconds and Catch it, Bin it. Model the correct use of the snuffle station. Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately. Encourage independence in dressing and undressing (PE) Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. Be sensitive to varying family expectations and life patterns when encouraging thinking about health. Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. Plan for opportunities to learn about healthy food choices. Plan lessons to cover personal hygiene such as brushing their teeth.	tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide a range of different sized 'balls' made out of familiar materials like socks, paper bags and jumpers that are softer and slower than real balls. Introduce full-sized balls when children are confident to engage with them. Introduce tennis balls, ping pong balls, beach balls and balloons. Provide time and space to enjoy energetic play daily. Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes. Practise movement skills through games with beanbags, cones, balls and hoops. Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment. Mark out boundaries for some activities, such as games involving wheeled toys or balls, so that children can more easily regulate their own activities. Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability and plan continuous provision to support this. Snuffle station in classrooms. Ensure that there are a range of physical activities in outdoor provision to encourage physical activities such as a range of PE equipment. Healthy snacks.
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Key Skills	What will these skills look like?
▪ Can move in different ways ▪ Can jump off an object and land correctly ▪ Can change directions when moving ▪ Can change speed when moving ▪ Can move confidently within a space whilst being aware of obstacles and others ▪ Can use equipment to move in different ways such as over and under ▪ Can kick and catch a large ball ▪ Can talk about what they like to eat and differentiate between healthy and unhealthy choices ▪ Are able to independently use the toilet when needed and rarely have accidents ▪ Can talk about different types of exercise and why it is important ▪ Understand the importance of sleep and can talk about the effects of looking after their body ▪ Understand and can talk about ways that they can keep themselves safe ▪ Know and independently follow the class rules to stay safe e.g. walking in the classroom ▪ Can independently put their coat on ▪ Developing skills to undress and dress independently for PE	▪ Are able to skip, gallop, run and walk. Can move in different ways to represent feeling and animals ▪ Are able to confidently jump and land safely on two feet ▪ Can follow instructions to change their direction when playing a game ▪ Are able to follow directions to change speeds e.g. walking to running. ▪ Are aware and can independently change direction to avoid an obstacle course or person ▪ In PE they are able to climb on to a bench and move in different ways across it. They can negotiate a tunnel independently. ▪ Are able to kick a stationary ball or catch a ball from a close distance ▪ When having a snack, a child may comment that oranges are good for you. Can talk about treat foods such as sweets needing to be in moderation e.g. 'You should only eat a bit as they are bad for your teeth' ▪ Independently use the toilet ▪ In discussions they explain that running is good for you as it makes you strong ▪ May talk about their daily routine such as brushing teeth and going to bed ▪ Are able to talk about ways that they can keep safe e.g. when crossing the road. ▪ Are able to independently follow the class rules ▪ Are able to put their coat on independently, they may need support with zips and buttons ▪ Are able to follow instructions to take their clothes off and put them in their bag and get changed into their PE kit.

Reception – Physical Development Fine Motor Skills

Nursery Birth to 5 Matters	Reception Birth to 5 Matters and ELG	Year 1 National Curriculum
Range 4-5 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. 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 eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	Range 6 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian. 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.	Handwriting Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters. Form digits 0-9 Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these. RSHE Curriculum Health Education elements.

Adults Role	Learning Environment
Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check: - that children have developed their upper arm and shoulder strength sufficiently: they don't need to move their shoulders as they move their hands and fingers - that they can move and rotate their lower arms and wrists independently. Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children? Continuously check how children are holding pencils for writing, scissors and knives and forks. Encourage children to draw freely. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic. Introduce and encourage children to use the vocabulary of manipulation, e.g. 'squeeze' and 'prod.' Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. Model correct pencil grip. Model correct letter formation. Use fine motors skills interventions such as dough disco to support class and groups of children. Teach and model the correct way for children to look after their personal hygiene for example washing hands correctly for 20 seconds and Catch it, Bin it. Model the correct use of the snuffle station. Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately. Encourage independence in dressing and undressing (PE) Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health. Be sensitive to varying family expectations and life patterns when encouraging thinking about health. Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler. Plan opportunities, particularly after exercise, for children to talk about how their bodies feel. Provide regular reminders about thorough handwashing and toileting.	Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay. Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments. Provide play resources including smallworld toys, construction sets, threading and posting toys, dolls' clothes and material for collage. Provide a range of left-handed tools, especially left-handed scissors, as needed. Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools. Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism. Use displays to promote correct letter formations. Display RWI letter and picture frames in the class. Ensure continuous provision has a range of opportunities to develop fine motor skills such as tweezers and threading. Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability and plan continuous provision to support this. Snuffle station in classrooms. Ensure that there are a range of physical activities in outdoor provision to encourage physical activities such as a range of PE equipment. Healthy snacks.

Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.

Provide regular access to appropriate outdoor space.

Plan for opportunities to learn about healthy food choices.

Plan lessons to cover personal hygiene such as brushing their teeth.

Baseline assessment of pencil grip and control to support children's next steps.

Use the RWI phonics scheme and rhymes to teach the correct formation of letters.

Correct and model the correct formation of children's letter formation as directed in school marking policy (yellow pen)

Support parents to understand the importance of learning the correct letter formation.

Note: From Year 1 children are taught the Nelson handwriting. Teachers handwriting should be modelled in this style.

Teach and model the correct way for children to look after their personal hygiene for example washing hands correctly for 20 seconds and Catch it, Bin it.

Model the correct use of the snuffle station.

Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately.

Encourage independence in dressing and undressing (PE)

Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health.

Be sensitive to varying family expectations and life patterns when encouraging thinking about health.

Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler.

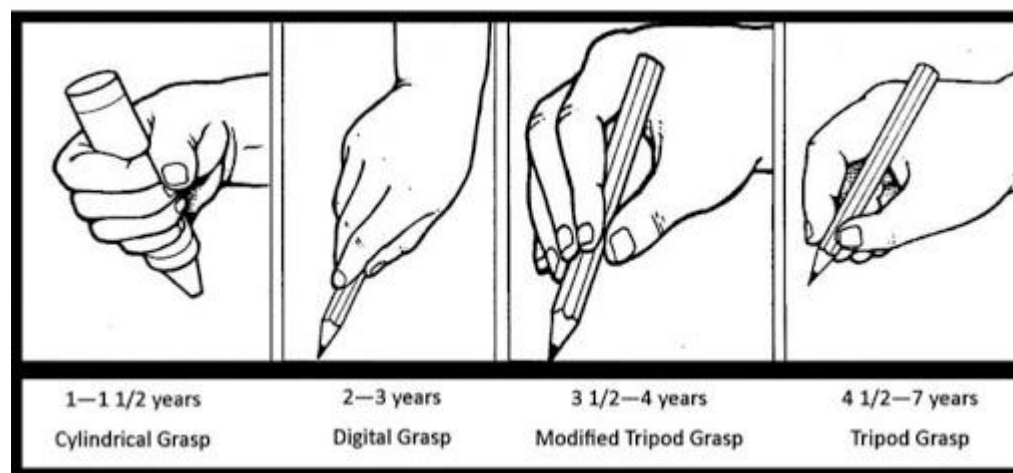
Plan opportunities, particularly after exercise, for children to talk about how their bodies feel.

Plan for opportunities to learn about healthy food choices.

Plan lessons to cover personal hygiene such as brushing their teeth.

Key Skills and Knowledge	What will these skills and knowledge look like?
- Can use scissors to cut paper - Can use a range of tools independently in malleable play - Understands how to keep themselves safe when using tools - Can hold a pencil with the correct grip - Can write letters and numbers with the correct formation - Can talk about what they like to eat and differentiate between healthy and unhealthy choices - Are able to independently use the toilet when needed and rarely have accidents - Can talk about different types of exercise and why it is important - Understand the importance of sleep and can talk about the effects of looking after their body - Understand and can talk about ways that they can keep themselves safe - Know and independently follow the class rules to stay safe e.g. walking in the classroom - Can independently put their coat on - Developing skills to undress and dress independently for PE	- Can use scissors to cut paper - Can use a range of tools independently in malleable play - Understands how to keep themselves safe when using tools - Can hold a pencil with the correct grip - Can write letters and numbers with the correct formation - When having a snack, a child may comment that oranges are good for you. Can talk about treat foods such as sweets needing to be in moderation e.g. 'You should only eat a bit as they are bad for your teeth' - Independently use the toilet - In discussions they explain that running is good for you as it makes you strong - May talk about their daily routine such as brushing teeth and going to bed - Are able to talk about ways that they can keep safe e.g. when crossing the road. - Are able to independently follow the class rules - Are able to put their coat on independently, they may need support with zips and buttons - Are able to follow instructions to take their clothes off and put them in their bag and get changed into their PE kit.

Pencil Grip Progression



Scissor Skills

Progression of cutting skills	Vocabulary	How to support?
Holds scissors , often with both hands, learning to open and close the blades	Hold, move, in, out, open, shut, close, bend, Cut, snip, squeeze, stretch, fold, knead, push, pull	Practice tearing paper Strengthen fingers – use soft balls, playdough, toys filled with beans/sand
Opens/closes blades (not ready to use them on paper yet)	Open, move apart, close, shut, move in/out, fingers, thumb, together, apart, stretch, up, down	Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay Encourage ‘thumbs up’ position
Starts snipping paper (not moving forward with the scissors but making small snips)	Snip, cut, hold, forward, backwards	Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed Progress to thicker paper e.g. sugar paper for easier handling You could draw straight lines on the foam to introduce the idea of going forward, if ready
Snips paper moving forward	Across, forward, backward, side to side, straight ahead	Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right
Uses helping hand to hold and help to guide the paper (non-dominant hand)	Upwards, downwards, sideways, hold still, rest your hand, hands together/apart, up and down	Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games
Cuts straight line (within ½ inch from the drawn line, improving in accuracy)	Straight, across, forward, open and shut, move, together/apart, follow the line, close to	Use a piece of paper that is up to 6 inches long
Cuts curved line (a 1/4inch curved line, within 1/4inch from the line drawn)	Closer, on the line, next to the line, circle, curve, around, round, wobbly, wavy	
Cuts circle shape (a circle of 6inch in diameter, within ½ from the drawn line, improving to about ¼ inch)	Circle, oval, round, curved, wavy Move, twist, turn, pivot Small snips, at the same time	
Cuts square shape	Stop/start, turn, point, corner, pointed, cross,	
Cuts complex shapes , such as figures.	Close to the line, on the line, outline, follow the line, background,	

Playdough Progression

The Discovery Stage: Age 3-4	The Shape and Form Stage: Age 4-5	Schematic: Age 6-7-years-old
 • “piled” and stacked shapes and clumps • very little detail • squishing, pinching and poking • pounding and hitting of playdough pieces with hands and tools This stage is characterized by the pure sensory experience of the playdough. Attention is on the manipulation and exploration of the playdough for the sheer pleasure of it. The language of this play at this stage is push, poke, squish, pinch, pound, tall, build, stack, pat, cut, squeeze, squash, bang, clap and tear.	 • simple, recognizable forms • more detail such as mouth and eyes • beginning of “rolling” coiled, snake-like forms • begins to make balls • rolling out and cutting out of forms from cookie cutters and “pretending” This stage is characterized by having a purpose in using the playdough. Children are engaged in how they can create something out of the playdough. “Things” are made and destroyed. The language of this play is the narrative of the imagination and short, long, thin, collect / pick up, fold spread, pinch, tuck, beat, tap, scoop, repeat. Words to support writing/mark making <i>e.g. line, circle, back, hold, pencil grip, over, arch, dot, cross, a bit, curl/y, zig-zag, tail, curly, straight and cross.</i>	 • Standing forms and objects • attention to the details • making balls and three-dimensional shapes • designs that have patterns and repetitions • Using basic forms to create people and things in vertical position This stage is characterized by the child's impulse to create. The playdough becomes more clay-like as children build and create people, dogs, and other things from not only their imagination but their daily lives. The language of this stage is creativity <i>and</i> wide, mould. Flatten, pluck, construct, collapse, grip, snip, beat, words to support writing <i>e.g. arch, flick, under, line, space, neat, below, filter, pipe, fasten, resources and tools.</i>

