**Education Programme: Physical Development**

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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Early Learning Goal: Gross Motor Skill**

* 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.

**Our Intent at ELAN Multi-Academy Trust**

We intend to ensure that all children are given time to engage in active play that considers how their core strength, coordination, positional awareness, stability, balance, spatial awareness and agility can be developed and deepened, over time, through the skills of running, jumping, hoping, skipping, climbing, throwing, catching, kicking, riding and dancing. This curriculum progression will give children the best start in sustaining happy, healthy and active lifestyles.

Schools **can** refer to Sport New Zealand, running, jumping, hopping, skipping, throwing, catching and kicking, for further guidance and activities.

Riding skills **could** be further deepened by creating courses, with cones, that children need to navigate or by providing planks, of varying widths, for children to ride balance upon.

Safety equipment such as, helmets, elbow/knee pads and light reflectors **will** be provided.

Some schools have a PE scheme that will be aligned with this sequenced curriculum. In addition, some schools have a PE coach, and this will provide another opportunity for the progression of gross motor skills.

Schools **can** refer to KID DO to support understanding in how to teacher children to skip.

Refer to Development Matters for any further guidance needed for specific cohort learning and development needs.

**School Inspection Handbook July 2022**

Teaching should not be taken to imply a ‘top down’ or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment they provide and the attention to the physical environment as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do as well as take account of their interests and dispositions to learning (characteristics of effective learning), and use this information to plan children’s next steps in learning and monitor their progress’ (School Inspection Handbook page 84).

**Physical Development Matters Observation Checkpoint for Birth to Three-Year-Olds**

* Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?
* Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.

**Autumn**

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| **Running** To enjoy running leading to running efficiently by altering speed and changing direction.  | **Jumping** To enjoy jumping leading to jumping for distance considering different directions and body levels.  | **Hopping** To balance on the right leg. To balance on the left leg. To enjoy hopping leading to hopping forwards.  |
| **Skipping** To develop the ability to march, gallop and side-step leading to skipping. To enjoy skipping.  | **Climbing** To enjoy climbing. To develop the ability to land safely. For example, have a designated area with crates, planks, tyres, ladders, benches and ropes where children can create opportunities for climbing or design obstacle courses (climb a 5-foot ladder, climb a rope up a slope or climb a sloping bench).  | **Throwing and Catching** To develop the ability to throw underarm, to catch solo, to throw and catch with a partner, to roll and pass. Use equipment such as bean bags, light weight ball and scarves.  |
| **Kicking** To control a ball (dribbling) and kick a stationary ball. Use equipment such as, foam balls, beach balls and balloons.  | **Riding** To enjoy riding a moving object. For example, a trike, a three-wheeled scooter, a balance bike, a taxi bike, a space hopper, stilts, a wobble board, a spinning top, a wizzy dizzy or visit a local park to use a see saw or a swing.  | **Dancing** Through an exploration of different types of dance: copy and remember simple dance moves.  |
| **Percentage of children who are ready to progress: End of term 1** | **Who needs more experience or a different learning experience (list initials)? Consider context and range of situations.**  | **How will we do this?** |
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Children who need more experience or a different learning experience are highlighted when progress has been made. Annotations may be added on this sheet (if necessary) or within any other child progress documentation recorded by the school.

**Spring**

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| **Running** To sustain running. To run efficiently through evading and dodging. | **Jumping** To sustain jumping. To jump for distance (landing) and for height (low obstacles). To jump over a moving rope. To jump to the beat of music.  | **Hopping** To learn to hop for height and for distance. |
| **Skipping** To skip for speed, distance, and direction.  | **Climbing** To sustain climbing and landing effectively. For example, have a designated area with crates, planks, tyres, ladders, benches and ropes where children can create opportunities for climbing or design obstacle courses (climb a 10-foot ladder, climb a sloping bench at varying angles, climb over a horse box).  | **Throwing and Catching** To throw and catch at different levels (distance) and speeds. To throw against a wall (rebound). Use equipment such as, tennis balls, footballs, rugby balls.  |
| **Kicking** To kick at a target for level (distance) and speed. Use equipment such as, tennis balls, footballs, rugby balls.  | **Riding** To ride varying moving objects. For example, a two-wheeled scooter, a scooter that splits in half, a two-wheeled bicycle with pedals and stabilisers or use a rope swing.  | **Dancing** Through an exploration of different types of dance: learn a sequence of dance movements that link to music. Encourage the children to express themselves by considering movements that they could incorporate.  |
| **Percentage of children who are ready to progress: End of term 3** | **Who needs more experience or a different learning experience (list initials)?** **Consider context and range of situations.** | **How will we do this?** |
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Children who need more experience or a different learning experience are highlighted when progress has been made. Annotations may be added on this sheet (if necessary) or within any other child progress documentation recorded by the school.

**Summer**

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| **Running** To learn quick starts, standing and sitting starts. To run as a group changing pace of running.  | **Jumping** To jump a long rope (rhythmically). To jump for height (throwing and catching). To sequence jumps.  | **Hopping** To sustain hopping. To hop for speed. To hop for accuracy (hopscotch). Use a skip it (rope linked to ankle with ball on the end).  |
| **Skipping** To skip in time with music (to a beat). To use skipping ropes.  | **Climbing** To sustain climbing and landing effectively. For example, have a designated area with crates, planks, tyres, ladders, benches and ropes where children can create opportunities for climbing or design obstacle courses (climb a rope ladder, climb a ladder varying in distance between steps, climb a tree, use a trapeze, visit a local park to use monkey bars or visit a climbing wall).  | **Throwing and Catching** To throw at a target. To throw at a moving target (throwing and dodging). Play games such as, tenpin bowling, dodgeball, darts, table tennis and badminton.  |
| **Kicking** To kick a moving ball and pass the ball whilst moving.  | **Riding** To ride varying moving objects. To learn to propel. For example, a two-wheeled bicycle with pedals, a circle bike (use hands to move), a unicycle, a go kart, a push bike for two, a pedal go (stand up and move along), a skateboard, roller skates or a pogo stick. | **Dancing** Through an exploration of different types of dance: use props such as, ribbon sticks and hula hoops alongside a sequence of dance movements that link to music. Encourage the children to express themselves by considering movements and props that they could incorporate giving reasons.  |
| **Percentage of children who are ready to progress: End of term 5** | **Who needs more experience or a different learning experience (list initials)?** **Consider context and range of situations.** | **What does the Year 1 teacher need to know?**  |
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