

## Physical Development

### INTENTION

Move confidently and safely in a range of ways  
Safely use a range of appropriate tools and equipment  
Use a pencil to draw and to write their name  
Manage their self care and toileting needs independently if appropriate  
Understand good practices with regard to healthy living  
Begin to manage some risk

### CONTEXT

The large majority of our families live in high rise blocks, without gardens. Parents are sometimes reluctant to use local parks. Ladywood is a very deprived district, and as such in the most deprived areas childhood obesity is significantly higher, compared to least deprived areas. Fresh fruit and vegetables are very expensive; although we are prompting Healthy Start vouchers for families on low incomes. In Bham, 13.3% of children start school with obesity; the gap is widening and getting worse year on year. Many children start nursery school wearing nappies and families often need support with toilet training and weaning. Our on site Childrens centre was decommissioned in 2017, resulting in a reduction of local services to support families. However, we do signpost our families to provision available within the district.

### CITY & LADYWOOD DISTRICT DATA

Ladywood is the most deprived ward in the city. **Removing this inequality is a priority for us.** 79.45% of children in Ladywood achieve a Good Level of Development in Physical Development.

### EDUCATIONAL PROGRAMMES

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

## EARLY LEARNING GOALS

### Physical Development

**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.

<https://help-for-early-years-providers.education.gov.uk/physical-development>

<https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/>

<https://www.earlymovers.org.uk/>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/988004/Development\\_Matters.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf)

<https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

Autumn Term	Spring Term	Summer term
Autumn Term - It's good to be me! Identity, Heritage, Uniqueness, Rights, Attachment & Security.	Spring Term – The World Around us.	Growing & The Great Outdoors
<p><b>Events</b></p> <p>Leadership roles Learning to say 'Hello' in Makaton Core books Core rhymes/songs Introduction to expectations/charters Leadership roles Black History week Diwali Learning to say 'Hello' in community lang Bonfire night</p> <p><b>Parent Workshops</b> Settle Visits Welcome Meeting Christmas &amp; Eid Celebrations Starting Points Spotlight</p>	<p><b>Events</b></p> <p>Learning to say 'Hello' in community lang Core books: Core Rhymes Chinese New Year celebrations Reading week/World Book Day Easter celebrations Vaisakhi</p> <p><b>Parent Workshops</b> Mothers' Day Easter celebrations Vaisakhi</p>	<p><b>Events</b></p> <p>Leadership roles Learning to say 'Hello' in community lang Core books Core Rhymes Parent Workshops: Maths Parent workshops: Learning Outdoors &amp; Forest School Walk to school week Eid al-Fitr celebrations Summer Carnival Caterpillars</p> <p><b>Parent Workshops</b> Fathers' Day Transition day Summer trip End of year celebration/ Carnival</p>

Autumn Term	Spring Term	Summer term
<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>• Start eating independently and learning how to use a knife and fork.</li> <li>• Explore a variety of fine motor activities; threading, puzzles, playdough, painting, finger painting, hole puncher etc</li> <li>• Begin to demonstrate an emerging preference for a dominant hand</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>• To be able to put on own coat</li> <li>• To be able to move around the nursery environment freely, inside and outside, safely</li> <li>• Experiment with freedom to move in a variety of ways</li> <li>• Access and the large play area safely</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to dig in the garden, or loose parts to build a den.</li> </ul>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>• Beginning to write letters or marks that can be recognised</li> <li>• Uses one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Start to eat independently and learning how to use a knife and fork.</li> <li>• Show a preference for a dominant hand</li> <li>•</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>• Be able to put on own coat/jumper</li> <li>• Use tools for a purpose, scissors, pencils</li> <li>• With support, set the dinner table</li> <li>• Pour water at snack times</li> <li>• Select snack independently</li> <li>• With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>	<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>• Developing 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.</li> <li>• To be able to write their name</li> <li>• To independently serve themselves or others at snack time/dinnertime</li> </ul> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>• To have an awareness of safety and manage own risks</li> <li>• Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Works with others to manage large items, like moving a long plank safely and carrying large hollow blocks.</li> </ul>

