

Physical Development

Intent:

Our children will leave the Foundation Stage at Bude Primary Academy Infant School having experienced a diverse range of physical activities and challenges. This area of learning offers opportunities for pupils to develop and practise the control they have over their own bodies. It allows for them to develop the confidence and skill in large gross motor movement such as running, jumping, climbing etc. Children also develop their spatial awareness and coordination, whilst at the same time encouraging the fine motor skills they need to develop holistically.

Implementation:







Pupils will have had ample opportunities to develop and practise the control they have over their own bodies, giving them confidence and skill in large gross motor movements such as running, jumping and climbing, as well as in using their fine motor skills. The Physical Development curriculum is designed so that children learn how to take measured risks and enjoy being active, both inside and outside. They not only use the designated Year R outside space, but also regularly use the school trim trail, high school sports hall and specialist equipment. Our daily Wake and Shake sessions are very popular as well as the two P.E. sessions they participate in each week. Pupils are comfortable and confident when using mark making and writing instruments, demonstrating the correct pencil grip, and show that they can use cutlery effectively during meals. Our children use their fine motor skills through many of our day-to-day activities, such as when opening paint bottles and building with the small construction, demonstrating how the development of fine motor skills is implemented through the curriculum and continuous provisions.

Impact:

By the end of their time in Reception children are spatially aware, co-ordinated and confident in their movements. Children demonstrate correct pencil grip for sustained periods and can work with small items. Staff quickly see any children who need further support, and act, accordingly, knowing how to progress a child's skill in the area.

This document shows

- Termly checkpoints of the progression of skills that build towards the Physical Development Early Learning Goals
- An overview of the direct teaching within this area broken down into half terms
- The provision the children will experience to support their development in this area of the curriculum

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic title					
Who am I? 	What is a map? 	What was it like in the past? 	What's growing in the garden? 	What's in the egg? 	What is on the other side of the ocean? 
Termly Checkpoints					
Communication and Language					
Physical Development - termly checkpoints					
Fine motor skills Pencil and brush control <ul style="list-style-type: none"> • Uses a dominant hand • May mark make in palmer grip • Mark makes in different directions • Makes repeated marks on paper • Mark makes left to right • Imitates simple marks such as lines • Imitates shapes that use multiple movements such as x 	Fine motor skills Pencil and brush control <ul style="list-style-type: none"> • Use core muscle strength to achieve good posture • Holds and uses a pencil confidently Drawing Skills (see also pencil and brush control) <ul style="list-style-type: none"> • Draws objects and creatures in proportion to each other (e.g. elephant is bigger than a dog) – • Spends a sustained amount of time on one product. 	Fine motor skills Pencil and brush control <ul style="list-style-type: none"> • Develop the foundations of an appropriate handwriting style - Hold pencil effectively- tripod grip • Form letters accurately using the correct movements (shoulder pivot etc) Drawing Skills (see also pencil and brush control) <ul style="list-style-type: none"> • Looks closely at lines, shapes, size and patterns when producing an observational drawing 			



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<ul style="list-style-type: none"> Start to move towards tripod grip <p>Drawing Skills (see also pencil and brush control)</p> <ul style="list-style-type: none"> Draws potato people (no neck or body) Demonstrates more control Draws with detail (bodies with sausage limbs and additional features) Draws bodies of an appropriate size for what they're drawing <p>Scissor Skills</p> <ul style="list-style-type: none"> Snips paper moving forward Uses helping hand to hold and help to guide the paper (non-dominant hand) Cuts curved line <p>Cutlery Skills</p> <ul style="list-style-type: none"> Uses a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand 		<ul style="list-style-type: none"> Looks closely at lines, shapes, size, and patterns when producing an observational drawing Children are beginning to draw self-portraits, landscapes, and buildings <p>Scissor Skills</p> <ul style="list-style-type: none"> Cuts circle shape Cuts square shape <p>Cutlery Skills</p> <ul style="list-style-type: none"> Can spread using a knife Cuts a variety of foods, holding the knife correctly, using one hand to steady the food 		<ul style="list-style-type: none"> Drawings show finer details <p>Scissor Skills</p> <ul style="list-style-type: none"> Cuts complex shapes, such as figures <p>Cutlery Skills</p> <ul style="list-style-type: none"> Uses a fork to hold food still while cutting it with a knife Uses a knife and folk independently <p>Early Learning Goals</p> <ul style="list-style-type: none"> Holds a pencil effectively in preparation for writing (nearly always tripod grip) Use a range of small tools e.g. scissors paint brushes, cutlery Begin to show accuracy and care when drawing 	
<p>Gross motor skills</p> <p>Fundamental movements</p> <p>Walk Run Jump Hop Skip Sidestep Crawl Over Under Roll a ball Throw and catch a ball Control & kick a ball Use skills to play a game</p>		<p>Gross motor skills</p> <p>Shapes (tuck, straight, star, straddle, pike) Travel Jump Balance (large and small body parts) Roll (NO forward or backward rolls) Dance</p>		<p>Gross motor skills</p> <p>Strike a ball with a bat Throw a ball in a range of ways Collecting and receiving skills Describe simple tactics Athletics</p> <p>Early Learning Goals</p>	
<p>Autumn 1</p> <p>Gross Motor</p> <p>To move safely in a space To stop safely To develop control when using equipment To follow a path and take turns</p> <p>Fine Motor</p> <p>How to hold a pen/Pencil (Birdy beak, pinch and twist) What scissors do I use? How to hold scissors Cutting paper</p>		<p>Autumn 2</p> <p>Gross Motor</p> <p>To balance To run and stop To change direction To jump To hop To explore different ways to travel using equipment Roll a ball Throw and catch a ball Control and kick a ball Riding bikes- adult support</p> <p>Fine Motor</p>		<p>Spring 1</p> <p>Gross Motor</p> <p>Gymnastics – shapes, Jumps, travel Riding bikes in circuit without adult support</p> <p>Fine Motor</p> <p>Using woodwork equipment – hammer saw, screw, drill,</p> <p>How to hold food with a fork while cutting with a knife</p>	
<p>Spring 2</p> <p>Gross Motor</p> <p>Gymnastics – types of rolls Balance Dance</p> <p>Using large gardening equipment</p> <p>Fine Motor</p> <p>Using small gardening equipment Sewing and potting seeds</p> <p>Observational drawing</p>		<p>Summer 1</p> <p>Gross Motor</p> <p>Striking with bat and ball Throwing passing receiving in simple games Bike ability</p> <p>Fine Motor</p> <p>Begin to sit letters on a line</p>		<p>Summer 2</p> <p>Gross Motor</p> <p>Athletics Bike ability</p> <p>Fine Motor</p> <p>Using buttons</p>	



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Drawing ourselves	How to cut round corners Drawing lines to make maps Cutting soft food with knife Curly caterpillar sequence of movements Correct posture for writing Sewing Tracing	One armed robot sequence of movements	Long ladder /zig zag sequence of movements Using zips		
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Provision

Gross Motor skills

Weekly PE lesson Daily opportunities to use climbing frame , monkey bars and balance beam in playground

Across the year in the outside area - Weekly PD challenge (directly taught and then available for children to access independently)














Ribbon twirling, large scale mark making, bikes Outdoor skills- climbing, running etc. Obstacle course equipment, large scale building/ PE equipment=- make courses and use/ move etc., different balls, beanbags, gym equipment,

Fine motor skills All children do Daily independent finger fir activity (cutting sticking drawing writing) s, moving vehicles, large construction) Daily handwriting , Daily hold a sentence

Across the year continuous provision will offer Threading, cutting, weaving, playdough, nuts/bolts and screw, using hands for buttons and zips, screw lids, water squirters, squeezing bottles, locks and keys, linking toys, elastic band boards, peg boards, large paper, table and chairs at appropriate heights, correct pencils and grips to support grip- consider left handers, posting into slots, building blocks, construction equipment, small world, block play, soft balls/stress balls, hole punches, stampers, different size paint brushes, split pins, tweezers tracing , sewing sawing hammering screwing cutting sticking painting drawing collage, junk modelling



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4 FINGER GRIP HIGH INDEX	HOOKED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
3-4 YEARS	4-6 YEARS							6-7 YEARS	
 <p>4 FINGER GRIP 3-4 years old 4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.</p>  <p>the high index</p>	 <p>hooked wrist</p>  <p>extended wrist</p>	 <p>the cross thumb</p>	 <p>the thumb tuck</p>	 <p>joints of index finger and thumb in a flexed position</p>	 <p>index finger joint in hyperextended position</p>	 <p>thumb joint in hyperextended position</p>	 <p>STATIC TRIPOD GRIP 4-6 years old This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.</p>	 <p>the lateral tripod</p>	 <p>DYNAMIC TRIPOD GRIP By 6 or 7 years old Using only 3 fingers to hold the writing tool. This allows the grip to help move the pencil efficiently, accurately.</p> 
<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.</p>	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.</p>							<p>Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</p>	