

'Come and Learn with me'



Physical Development

Physical Development

- Is a Prime (fundamental) area and is the basis for the development of other skills e.g. writing
- Is assessed at the end of YR as part of the Early Years Foundation Stage Profile
- Forms part of the 'Good Level of Development' measure.
- Consists of:
 - Moving and handling (gross/ fine motor control)
 - Health and Self care

Moving & handling – Gross motor skills

Typical development within 30-50 months

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.

Typical development within 40-60 months

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools

Early Learning Goal

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

Early Learning Goal +

Children can hop confidently and skip in time to music.

Moving & handling – Fine motor skills

Typical development within 30-50 months

- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.

Typical development within 40-60 months

- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goal

- Children show good control and co-ordination in large and small movements.
- They handle equipment and tools effectively, including pencils for writing.

Early Learning Goal +

- They hold paper in position and use their preferred hand for writing, using a correct pencil grip.
- They are beginning to be able to write on lines and control letter size.
- They can dress and undress independently, successfully managing fastening buttons or laces. (Health & Self Care)

Ideas for home – gross and fine motor skills

Outside

Gross motor skills

- Sweeping up in the garden
- Washing down patio furniture
- Garden games
- Use large playground apparatus, especially hanging and swinging, climbing ropes/ frames.
- Ride bikes
- Swimming
- Walking on lines/ walls (circus skills)
- Climb trees

Fine motor skills

- ‘Painting’ with water
- Potion or perfume making
- Digging/ drawing with improvised tools
- Painting with water

Inside

Gross motor skills

Help with chores

- Sweeping the floor with a broom
- Using dustpan and brush
- Washing up
- Baking
- Indoor obstacle course
- Den making
- Singing and dancing

Fine motor skills

- Dressing dolls/ action men
- Cutting, sticking, drawing, painting
- Turning pages in books
- Construction of any kind
- Baking
- Playdough (why not make your own?)
- Handling pets
- Using cutlery

Health & Self Care

Typical development within 30-50 months

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs **most of the time** themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

Typical development within 40-60 months

- Eats a healthy range of foodstuffs and understands need for variety in food.
- **Usually** dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely..
- Practices some appropriate safety measures without direct supervision.

Early Learning Goal

- Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.
- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Early Learning Goal +

- Children know about and can make healthy choices in relation to healthy eating and exercise.
- They can dress and undress independently, successfully managing fastening buttons or laces.

Ideas for home – health & self care

Healthy choices:

Talk about:

- food choices you make at home and why
- the importance of physical activity
- your family screen limits/ boundaries
- Try a range of different foods
- Praise and reward hand washing before meals/ after toilet
- Encourage covering mouth or using a tissue when sneezing or coughing

Personal needs:

When possible, encourage children to manage their own:

- Clothes
- Velcro shoes
- Zips
- Gloves
- Buttons (practice with a shirt over a pillow)
- Shoelaces

Safety:

- When you use safety equipment (e.g. bike helmet) talk about why
- Practice simple road safety
- Talk about personal safety e.g. what to do if they are lost
- Teach children how to contact the emergency services

Easy to make playdough

Ingredients:

- 1 cup flour
- 1/2 cup salt
- 1 tablespoon cream of tartar
- 1 tablespoon oil
- 2 tablespoons vanilla essence or other flavouring
- 1 cup water
- food colouring.

Top tips

As you may need to add substantial amounts of liquid food colouring to get a vibrant colour (about 1/3 bottle) we have found it easiest to add the food colouring to the measuring cup so that it is included in the total liquid measurement, otherwise the dough is too wet and sticky.

You can add spices to the flour measurement for a different smell, it also makes the dough stiffer.

Method:

- Mix all dry ingredients.
- Add oil and water
- Cook over medium heat, stirring constantly until it comes together in a ball
- Remove from heat and turn out onto a very lightly floured work surface
- Knead until it is pliable and no longer sticky; you may need to dust with flour at this stage
- Store in a ziplock bag or airtight container where it will keep for months
- It will dry out if left uncovered