



Physical Development at Cradley CE Primary School



Intent:

At Cradley CE our curriculum is designed to ensure that pupils leave the Foundation Stage 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 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. Pupils draw on their developing **perseverance and resilience** whilst learning new skills and **working towards independence**. Children leave Reception with the **self-care skills** needed to **independently manage their own day to day needs both in and out of school**.

Implementation:

Through careful curriculum design, pupils have 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. 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 KSI trim trail area and have access to the bikes and scooters. Pupils take part in weekly P.E. sessions, following the 'Get Set 4 P.E.' curriculum and have additional timetabled sessions focussed on developing gross motor skills. Regular access to the wider school field area allows children to investigate the outdoors and complete challenges and activities involving the application of their motor skills.

From their first days in Reception, pupils take part in 'Squiggle while you wiggle' and 'dough disco' sessions in order to support their fine motor development. Adult-directed activities are planned to further teach and develop fine motor skills throughout our topic work and the 'funky fingers' area displays fine motor challenges as part of the continuous provision. The 'Kinetic letters' handwriting scheme is used to develop pencil grip, strengthen bodies and teach letter formation. Pupils are given ample opportunities to practise, refine and apply their fine motor skills whilst accessing curriculum activities and through the continuous provision e.g. when building with small construction, mark making or independently accessing creative resources. At a developmentally appropriate time, children take part in key skills activities each morning, often planned to develop fine motor skills such as cutting, pencil control skills and independent dressing skills such as fastening buttons/ zips.





Staff support children throughout the day to develop independent self-care skills. The whole school 'JIGSAW' scheme offers additional opportunities to discuss independence, perseverance and goal setting and the scheme is used as a vehicle to encourage children to master new skills such as putting on their own coat or fastening their buttons. Whole school values of perseverance and resilience are 'lived' in the Reception classroom. Using both the JIGSAW scheme and adult directed/ whole class topic sessions, children are taught about the importance of being healthy including healthy eating, sleep and dental care. The school is supported by a local dentist during the Summer term to teach the children the importance of good oral hygiene.

Progression in skills:

The Cradley CE progression document reflects non-statutory guidance from 'Development Matters' and 'Birth to 5' and also takes into account staff professional knowledge about child development in this area of learning. The document supports staff judgements at key points during the year (*Baseline – September, checkpoint 1 – December, checkpoint 2 – March, checkpoint 3 – June/end of year*) and maps progression towards the ELG. Children judged as 'not on track' at each checkpoint are identified and the provision adapted to meet their needs.

Physical development – Assessment tracker (1)





ELG - Fine motor skills

	Pencil control/ general skills	Scissor control	Cutlery skills/ using tools	Drawing/ painting skills
Baseline 	Uses a comfortable grip with good control Shows a preference for a dominant hand Makes repeated marks on paper Imitates simple marks such as lines Can copy some recognisable letter shapes from name.	Starts snipping paper (not moving forward with the scissors but making small snips) Pivots from shoulder and elbow Can use scissors to make snips and begin to cut straight lines, holding scissors in one hand.	Uses a spoon effectively Uses a fork to stab food Drinks from a small plastic cup without spilling Use a knife to cut soft food like bananas and strawberries, using two hands	Uses a variety of drawing tools to mark make with some control Draws in different directions Draws faces with features and draws enclosed spaces, giving meaning Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).
Checkpoint 1 	Uses a dominant hand for most tasks May mark make in palmer grip Attempts a tripod grip with some consistency Mark makes in different directions – making recognisable letter shapes Beginning to form jumper family letters using correct format. Imitates shapes that use multiple movements such as x Copy own name using recognisable letter shapes Is able to mould and shape clay with fingers and tools. Thread large beads onto a string, pasta onto a stick, through a lacing card Can pick up and move small objects using a pincher grip	Uses helping hand to hold and help to guide the paper (non-dominant hand) independently Cuts along/ close to a straight line Cuts along/ close to curved line	Uses a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand (may need some support from an adult) Uses a vegetable scraper to scrape vegetables	Draws potato people (no neck or body) but with recognisable limbs Demonstrates more control Draws with detail (bodies with sausage limbs and additional features) Draws bodies of an appropriate size for what they're drawing Often chooses to draw, representing recognisable objects or shapes in work. Colour neatly within the lines. Picks up and hold a paint brush to paint – starting to use a trip-pod hold
Checkpoint 2 	Can pick up and move small items using tweezers Use core muscle strength to achieve good posture when writing – can hold strong positions Sits still at a table to write Holds and uses a pencil confidently using a tri-pod grip on most occasions Forms most letters using correct format Starts most letters in the correct place , with reminders from adults. Writes some numerals correctly.	Cuts circle shape Cuts square shape Holds paper and scissors independently Use holding hand to manipulate and turn paper to support cutting.	Can spread using a knife Cuts a variety of foods, holding the knife correctly, using one hand to steady the food Mixes using a spoon or a whisk Uses a spoon to transfer food items Manipulate hammers and nails Glue using a spatula or a glue stick independently.	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. Looks closely at colour, lines, shapes, size and patterns when producing an observational drawing Paints an outline and fills using paint – usually holding a brush in a tripod hold
Checkpoint 3 	Develop the foundations of an appropriate handwriting style Hold pencil effectively- tripod grip Form letters and numbers accurately using the correct movements - starting and finishing in the correct place. Forms capital letters correctly.	Cuts complex shapes, such as figures using smooth cutting lines Can attempt to cut intricate details e.g. eyes in masks Can use scissors to cut a variety if different materials e.g. string, card	Uses a fork to hold food still while cutting it with a knife Uses a knife and folk independently Use a dispenser to access tape Use tape to hold down objects appropriately	Drawings show finer details Draws portraits, detailed pictures, landscapes, buildings and cityscapes Selects appropriate brush to paint. Holds in a tripod hold. Paints shapes and fills without going out the lines. Adds details to paintings.
ELG	Hold a pencil effectively in preparation for writing (nearly always tripod grip)	Use a range of small tools e.g. scissors paint brushes, cutlery	Use a range of small tools e.g. scissors paint brushes, cutlery	Begin to show accuracy and care when drawing . Use a range of small tools e.g. scissors paint brushes, cutlery

Provision				
	Pencil control/ general skills	Scissor control	Cutlery skills/ using tools	Drawing/ painting skills
	<p>Kinetic letters handwriting lessons 4x per week</p> <p>Daily squiggle while you wiggle sessions and dough disco sessions</p> <p>Adult directed activities planned to develop fine motor control – tweezer activities, Name cards – write names (self-registration)</p> <p>Adult directed activities – writing focus</p> <p><u>Continuous provision -</u></p> <p>Kinetic letters interactive display</p> <p>Writing area</p> <p>Boards, pens, paper, mark making resources</p> <p>Easel/ big boards</p> <p>Funky fingers challenges</p> <p>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, posting into slots, building blocks, Lego, soft balls/stress balls, tweezers</p>	<p>Daily dough disco sessions</p> <p>Adult directed activities to teach, model and develop cutting skills e.g.</p> <p>Tearing paper, practise opening and closing blades on playdough, encourage ‘thumbs up’ position, to practice holding paper and snipping one handed etc</p> <p>Adult directed activities to teach, model and develop independence and accuracy when using small tools e.g. clay, portrait painting.</p> <p><u>Continuous provision -</u></p> <p>Scissors, variety of cutting materials, hole punches, stampers, different size paint brushes, split pins, play dough and tools, sequins, feathers.</p> <p>Art area easel</p>	<p>Adult support and encouragement at lunch time</p> <p>Adult directed activities planned across the year to develop skills e.g. making soup, through cookery activities</p> <p>Daily free-flow access to healthy snack café</p> <p>Planned activities included in key skills rotation</p> <p><u>Continuous provision</u></p> <p>Cutlery of different size within role play</p> <p>Playdough with plastic cutlery and plates</p>	<p>Adult directed activities to teach, model and develop drawing skills e.g. portrait painting, observational drawing</p> <p><u>Continuous provision</u></p> <p>Creative area art station – independent art work</p>

Physical development – Assessment tracker (2)

ELG - Gross motor development

	General	Balancing	Ball skills	Jumping and climbing	Self-care/ health
Baseline 	<p>Uses large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Has good coordination and balance when negotiating equipment and other people.</p> <p>Uses trikes and scooters confidently – push using legs on the floor.</p> <p>Uses brooms to brush and spades to dig in sand and soil.</p> <p>Enjoys running and beginning to travel with more speed and control.</p> <p>Stops or attempts to avoid obstacles when running.</p>	<p>Stands on tiptoes</p> <p>Stands on one foot for 2 seconds</p> <p>Walks along a straight chalk line</p> <p>Walks along a low, wide balance beam, sometimes needing to balance again an adult</p>	<p>Begins to throw ball overhand and underhand</p> <p>Catches a ball by chasing- does not necessarily respond to aerial ball</p> <p>Bounces a large ball using two hands</p> <p>Uses foot to tap static ball a small distance</p> <p>Directly kicks to knock down a tower</p> <p>Walks towards and kicks a ball</p>	<p>Jumps off a low object with both feet off the ground</p> <p>Jumps over a small stationary object</p> <p>Jumps forward, taking off and landing on 2 feet</p> <p>Goes up steps and stairs placing both feet on one step at a time</p> <p>Climbs up apparatus, using two feet</p> <p>Is able to tackle parts of the trim trail, with adult support as needed</p>	<p>Washes hands with adult supervising/prompting.</p> <p>Uses the toilet independently.</p>
Checkpoint 1 	<p>Wave flappers using straight line, circular, diagonal, rainbow and arches movements</p> <p>Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding.</p> <p>Explores and develops confidence in different ways of moving.</p> <p>Uses large construction to build.</p> <p>Begins to run with more fluency, avoiding obstacles.</p> <p>Beginning to use pedals to move a trike.</p> <p>Rolls a hoop along the ground</p>	<p>Walks along chalks lines – straight, curved, zig zag</p> <p>Walks along a low, wide balance beam independently</p> <p>Holds a controlled static balance on one leg</p> <p>Stands on top of a platform without falling off</p> <p>Steps between raised platforms</p>	<p>Throws ball forward using appropriate technique</p> <p>Catches a large ball between extended arms</p> <p>Catches a large ball by bringing hands in towards chest</p> <p>Bounce and catch a large ball using 2 hands</p> <p>Walks towards and kicks a ball towards a target</p> <p>Throws balls in the direction of a target/peer</p>	<p>Jumps forward, taking off and landing on 2 feet, showing increasing control</p> <p>Hops on one foot 3 to 5 times</p> <p>Climbs upstairs using alternative feet</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Is able to tackle parts of the trim trail, with adult support as needed</p>	<p>Washes hands independently.</p> <p>Understands that some foods are healthier for us and some are less so.</p> <p>Talks about how their body feels after exercise and knows that this activity is positive for our health.</p>
Checkpoint 2 	<p>Moves confidently in a range of ways; - crawling - walking - jumping - running - hopping - climbing.</p> <p>Can stop and start following commands and can change pathways e.g moving forwards and backwards</p> <p>Moves around objects</p> <p>Demonstrates good posture when working on table-top activities.</p> <p>Able to hold strong positions without wobbling.</p> <p>Pedals confidently using bikes and trikes.</p>	<p>Walks along a low narrow balance beam</p> <p>Balances on an unstable surface with increasing control e.g. balance board.</p> <p>Steps between raised platforms – not-fixed.</p> <p>.</p>	<p>Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag</p> <p>Can throw, kick, pass and catch a large ball.</p> <p>Throws tennis ball underhand</p> <p>Hits a close target with a tennis ball using underhand toss</p> <p>Runs towards and kicks a ball</p> <p>Coordinates body to meet and kick a ball that is rolled to them from a distance</p> <p>Uses bats to hit a soft ball thrown by an adult</p>	<p>Hops up to 10 times on alternate feet</p> <p>Can jump safely from a piece of equipment.</p> <p>Uses climbing equipment with confidence and enjoyment.</p> <p>Independently uses climbing equipment, e.g. the trim trail.</p> <p>Walks up and down steps with confidence</p>	<p>Knows why and when we wash our hands and does so without reminding (e.g. after using the bathroom).</p> <p>Discusses the effects of tiredness or lack of sleep.</p> <p>Discusses simple healthy food choices.</p>
Checkpoint 3 	<p>Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</p> <p>Alters pathways to avoid obstacles and others.</p> <p>Uses bikes and scooters confidently and can stop and start to avoid obstacles and others.</p>	<p>Balances on an unstable surface with increasing control</p> <p>Can copy and hold different balance using different body parts.</p>	<p>Use an overhand throw to hit a target from further away</p> <p>Catches a small ball from 5 feet using only hands</p> <p>Bounces a tennis ball on the floor and catch with two hands (may begin to catch with 2 hands)</p> <p>Attempts to catch large balls/beanbags by moving towards it.</p>	<p>Skips rhythmically</p> <p>Jumps and turn in the air</p> <p>Confidently moves across the trim trail</p>	<p>(No mention in ELG)</p> <p>Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth.</p> <p>Discusses the effect exercise/activity has on their body.</p> <p>Knows some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene)</p>
(ELG)	ELG - Negotiates space and obstacles safely, with consideration for themselves and others.	ELG - Demonstrates strength, balance and coordination when playing.	ELG - Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.		

Provision				
	General	Balancing and ball skills	Jumping and climbing	Self-care/ health
	P.E. lessons Timetabled PD sessions daily Supervised small group access to – trim trail. bikes and scooters Supervised access to digging area Daily squiggle while you wiggle sessions <u>Continuous provision -</u> Large scale construction Ribbons/ pompoms Planks and crates for obstacle courses Large indoor painting easel and access to brushes and paints Large outdoor white board/ blackboard Brushes for sweeping/ cleaning	P.E. lessons Timetabled PD session Supervised small group access to the trim trail <u>Continuous provision –</u> Bats, balls, hula hoops, skipping ropes Planks and crates for obstacle courses	P.E. lessons Timetabled PD sessions Supervised small group access to the trim trail <u>Continuous provision –</u> Planks and crates for obstacle courses Bats, balls, hula hoops, skipping ropes	Weekly JIGSAW sessions/ circle time Routines and prompts for hand washing, access to café PE lessons Visit from Dental nurse during Summer 1 Topic links to teach the importance of healthy choices <u>Continuous provision</u> Daily free-flow access to healthy snack café

Links to KSI/ NATIONAL CURRICULUM:

This area of learning develops the basic skills needed to provide children with the best chances of success as they move into Year 1 and are taught the follow National Curriculum Subjects -

P.E.

Art and
Design

Design and
Technology

English