



The Federation of St Mary's Catholic Schools

"I can do all things through Christ who strengthens me" Philippians 4:13



Physical Development Curriculum Document

<p>INTENT</p>	<p>In the Early Years, Physical Development is developed through 'The Characteristics of Effective Learning' and the prime and specific areas of Learning and Development.</p> <p>The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning: playing and exploring, active learning and creating and thinking critically.</p> <p>Prime areas are fundamental, work together, and move through to support development in all other areas, i.e. Physical Development</p> <p>Specific areas include essential skills and knowledge for children to participate successfully in society, i.e. Mathematics.</p>	
<p>Physical Development</p>	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. 	<p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:

- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

- pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 - Combine different movements with ease and fluency.
 - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
 - Develop overall body-strength, balance, co-ordination and agility.
 - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
 - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
 - Develop the foundations of a handwriting style which is fast, accurate and efficient.
 - Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes