

## Physical Development Rationale

At Askwith Primary School, we believe that all children's education begins in Early Years. As a result, our curriculum offer for Physical Education begins in Early Years and is directly linked to the prime areas of learning, particularly in relation to children's gross and fine motor skills. It is aligned to the Early Years Framework and shows the sequential steps of essential knowledge acquired from Reception to Year 6.

'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

*EYFS Statutory Framework, 2021*

Physical Development should be regarded as one of the building blocks of success in life - it is essential in enabling children to live a happy, healthy and active life, and is a fundamental part of their cognitive development. A robust Physical Development offer supports children's development by enabling them to increase 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.

In the revised EYFS Framework, Physical Development is broken down into two Early Learning Goals:

- **Gross motor skills**

Children at the expected level of development will:

- Negotiate space and obstacles effectively with spatial awareness and awareness of others
- Demonstrate strength, balance and co-ordination
- Move energetically eg. running, jumping, dancing, hopping, skipping and climbing

- **Fine motor skills**

Children at the expected level of development will:

- Hold a pencil effectively using the tripod grip in preparation for fluent writing
- Use a range of small tools including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

Intent	Implementation	Impact: to be reviewed at the end of each year
<p>The Early Years Statutory Framework (EYSF) is not the curriculum</p> <p>All pupils follow a robust Physical Development curriculum</p> <p>Pupils' mental/physical health prioritised:</p> <p>Systematic planning for 7 areas of learning and development:</p> <ul style="list-style-type: none"> <li>○ aligned to Statutory Framework and Development Matters</li> </ul> <p>All EYFS staff trained in updated EYFS docs</p> <p>Dialogic approach and how planned opportunities to</p>	<ul style="list-style-type: none"> <li>• All staff work together to produce progression documents that have specific end goals drawn from the EYSF, Development Matters and Askwith curriculum</li> <li>• Systematic planning is in place for all pupils in granular steps (this includes SEND, EAL, PP and vulnerable children)</li> <li>• Continuous provision is enhanced where necessary to support pupils meeting endpoints</li> <li>• Pupils given time to become secure in new routines</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• monitor administration of assessments to ensure alignment to EYFS framework</li> <li>• new/refresher training for staff re: early language and communication including interventions</li> <li>• monitor continuous and enhanced and focused provision planning</li> </ul> <ul style="list-style-type: none"> <li>• Training: <ul style="list-style-type: none"> <li>○ new/refresher training for staff re: new framework, policies and practice</li> <li>○ new/refresher training for all staff</li> </ul> </li> </ul>	

increase vocab on the agenda of every staff meeting	on dialogic principles/vocab on displays/focus sessions / train all EYFS staff in record keeping and purposeful interaction	
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## **Substantive and disciplinary knowledge in Physical Development**

**Substantive knowledge** in Physical Development is threaded throughout the two ELGs. The substantive knowledge for the development of gross motor skills gives the children a foundation of skills that can be applied and developed in a variety of disciplines, sports and games e.g.:

- Negotiate space and obstacles
- Core strength, balance and co-ordination
- Energetic movement: running, jumping, dancing, hopping, skipping and climbing

The fine motor skills such as holding a pencil effectively and using a range of small tools prepare the children to write fluently and apply themselves in other disciplines such as painting, sewing and sculpture.

**Disciplinary knowledge** in Physical Development is the application of their skills in sports and games. During PE lessons and time spent in the outdoor provision, the children will be given the opportunity to do this with adult support, peer support and independently.

Throughout the year, the children are given many opportunities to apply their fine motor skills in provision and focused time with an adult. An example of the application of pencil grip is that the children will begin by writing their name in the autumn term and will move to copying and writing whole sentences in the summer term.

## **Creativity**

Creativity within Physical Development is expressed through the unique use of movement to negotiate obstacles, to create and perform routines and to play

sports and games. The children also have the opportunity to write, cut, draw, paint, colour, thread, collage and create models using their fine motor skills.

### **Assessment**

Assessments of both the prime and specific areas of learning are carried out through impact notes. Opportunities for assessment are planned daily through focus sessions and enhanced provision. For example, a focus session about vocabulary required to ask questions may be led by the teacher. The teacher will make impact notes following that session. Enhanced provision is then planned to ensure there are opportunities for interactions that support children to practise the use of the vocabulary correctly to ask questions in areas of provision. This can be personalised for particular children's needs. Adults within provision make further impact notes when supporting the children to practise.

As part of a PE unit, the children are given a physical knowledge check and a vocabulary knowledge check. The physical knowledge check is completed as a class and the vocabulary knowledge check is completed 1:1 with an adult. These checks are repeated at two, six and twelve weeks after the unit has been completed to ensure an alteration to the long-term memory.

**Reviewed: September 2021**