

How is Physical Development taught in Reception?

In Reception '**Physical Development**' (PD) contains two strands: '**Fine Motor Skills**' and '**Gross Motor Skills**'.

Physical Development is one of the three Prime Areas of Learning in the EYFS framework.

Prime and Specific areas of learning...

The three Prime areas are: Personal, Social and Emotional Development, Physical Development and Communication and Language.

The four Specific areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The three prime areas are the focus for practitioners working with children in Reception as these form the basis for successful learning and progress in the four specific areas.

Physical Development Early Learning Goal: (where we expect children should be by the end of Reception)

Fine Motor Skills: 'Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.'

Gross Motor Skills: 'Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.'

In order for children to achieve the Early Learning Goals in Physical Development we provide lots of opportunities for children to develop their fine and gross motor skills and they are encouraged to manage their own basic needs. This includes....

- ✚ Our Classrooms and outdoor environment are sectioned into lots of different areas of learning. Many of these areas support children's developing physical skills. For example, ...
- ✚ These areas support children's fine skill development: our funky fingers area / writing area / construction area / making area / sensory area and mark making areas outside.

- ✚ These areas support children's large skill development: large outside construction area including crates and balancing beams / balls and hoops / ribbons / bikes / steps and paths / climbing tree / climbing wall / climbing frames and slide.
- ✚ The children play independently in these areas during our Busy Learning Time (80% of the day).
- ✚ Whilst playing within the continuous provision adults observe and assess children's physical skills using an online learning journey called Tapestry. Photos, video clips, comments and assessments are added to their individual profile. If children are identified as being below expected levels adults then support children; helping to develop their physical skills as they play. For example, helping to improve their catching skills / climbing steps / using scissors / putting on their wellies etc... During busy Learning Time adults observe 4 focus children during the morning and 4 during afternoon.
- ✚ Although adults provide continuous provision to support children's physical skills on a daily basis we also have focus weeks throughout the year that are based on children's physical development. These skills are linked, where possible, to our weekly topics. For example, when learning about Spring and Planting we focus upon observing and assessing children's fine skills during that week. Whereas when learning about Superheroes we focus upon observing and assessing children's large physical skills etc... This ensures children are motivated to learn and enables adults to make thorough assessments.
- ✚ Our 'Team Learning' time always includes a physical activity such as using pencils and small or large equipment. These are short focused activities that involve children working in small groups. Two groups are Teacher led and the other 4 are independent.
- ✚ Parents are provided with homework grids each half term. Homework tasks are based upon our focus Area of Learning for each week. This enables parents to support children with their physical skills at home and they can upload photos and clips to Tapestry for us to share in school at snack time. Teachers can add assessments to these home observations and add them to the child's profile. This is particularly helpful for areas such as large physical skills, because parents are more able to add observations of their child riding a bike, horse riding, doing karate or ballet etc... which we would not get the opportunity to assess at school.
- ✚ During the first term of school we have dedicated whole class funky fingers sessions each week. During these sessions children practise funky finger exercises and dough gym disco!

- ✚ We also have a dedicated PE session each week in addition to our daily outdoor sessions. We plan and teach lessons using 'PE Passport'.
- ✚ When possible, we also do Yoga sessions in the classroom using the Cosmic Kids programme and children are encouraged to have a go at home.
- ✚ During the Summer term we participate in Sports Day and do 6 swimming sessions that are based upon building water confidence.
- ✚ We use the SMART board during busy learning time to do exercises and dancing independently.
- ✚ We are active for 180 minutes of the day!
- ✚ We do a 'Mile a Day' and Wake and Shake Time as brain breaks between Read Write Inc and our Literacy Time.