

Subject on a Page:

Physical Development (EYFS)

Waddesdon Village Primary School- Pathway to Excellence

At Waddesdon Village Primary School, we aim to provide a creative, vocabulary rich curriculum that challenges and inspires our children, in preparation for life in a culturally diverse and ever-changing world.

Whole School Curriculum Drivers:

Excellence

Community

Growth



Intent - we aim to...



To develop confident movers.

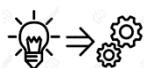
To ensure pupils can negotiate space safely demonstrating balance and coordination.

To ensure pupils are able to use a range of tools competently.

Develop good fine-motor control and pencil grip for writing.

Pupils enjoy being physically active.

Provide pupils with opportunities to develop good team work skills.



Implementation - How do we achieve our aims?

Learning environments and Curriculum design

Our EYFS environments and curriculum have been carefully designed to provide opportunities for physical development within continuous provision and in explicit teaching sessions, such as daily Funky Finger sessions and Physical Education sessions with the class teacher and specialist sports coaches. Our pupils are able to develop and consolidate their gross and fine motor skills across all three areas of the classroom. Pupils have space outdoors to use equipment such as bikes and scooters, create assault courses and use climbing and balancing planks. Our indoor and outdoor role play areas provide opportunities for pupils to negotiate space safely, demonstrate coordination and use a range of tools competently. Pupils have access to tools such as scissors and continuous provision activities are planned carefully to encourage the use of other tools such as tweezers to develop fine-motor control. Later in the year, pupils also complete daily hand writing sessions to further develop their pencil control. Adults also support pupils in the lunch hall to develop their ability to use cutlery independently.



Implementation continued...

Effective and purposeful modelling and in the moment assessment

Practitioners spend time modelling fundamental movement skills in our learning environments and within explicit taught physical development sessions. Practitioners observe pupils and identify next steps within the moment and move the child's learning on immediately. Practitioners will model and support pupils' development of skills within continuous provision. For example, using cutlery to cut vegetables safely in the role play area, modelling scissors skills in the creative area etc. Through spending time with the children practitioners are able to identify where further support may be needed for individual children and interventions are planned accordingly.

Opportunities to practice skills within continuous provision

Our curriculum has been planned to provide lots of opportunities for pupils to develop their gross and fine motor control within continuous provision. Activities are planned and adapted weekly to focus on specific skills we feel the children need to practise more. These activities are then incorporated into continuous provision so that children have the opportunity to further consolidate skills taught in explicit teaching sessions thus improving their progress and confidence.



Impact - How we know we achieved our aims?

Pupils are observed using the fundamental movement skills competently.

Rolling, crawling, walking, jumping, running, hopping, skipping and climbing.



Pupils move around indoor and outdoor environments carefully.

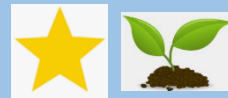
Pupils are able demonstrate spatial awareness during tasks such as lining up.



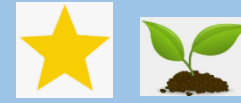
Pupils demonstrate confidence using pencils, paint brushes, scissors and cutlery.



Pupils hold a pencil effectively in preparation for fluent writing.



Pupils seek out opportunities to be active.



Pupils demonstrate resilience and collaboration when working as part of a team.





Connecting learning

Transferrable skills

Physical Education Milestone 1 – Year 1 and 2

Games

- Follow the rules for a game
- Throw and catch a ball

Dance

- Remember a sequence of at least three movements
- Follow a simple rhythm
- Perform my dance actions with control and coordination

Gymnastics

- Balance on different parts of my body
- Jump and land safely
- Use equipment safely
- Move with control

Athletics

- Balance an object whilst moving
- Run to a target
- jump forward from standing

The development of these skills then support the progression of skills into Milestone 2 and 3.