



Overview

Physical Development comes under the prime area of the Early Years Foundation Stage. The PD syllabus at GEMS Wesgreen International Primary School aims to support students to develop their movement, handling of objects, understanding of their own body and health and levels of self-care.

Learning Outcomes

The aims of all subjects state what a teacher may expect to teach and what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience.

The aims of the PD Syllabus is to encourage and enable students to:

- Demonstrate spatial awareness
- Able to find a space
- Follow instructions
- Develop fine motor skills
- Write patterns
- Observe effects of activity on our bodies
- Use tools safely
- Wash and dry hands
- Washing and brushing teeth
- Try a range of different foods
- Travel with confidence and skill around, under, over and through balancing and climbing equipment
- Use simple tools to effect changes to materials
- Begin to use anticlockwise movement and retrace vertical lines
- Dress and undress independently
- Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
- Show understanding of the need for safety when tackling new challenges, and considers and manages some risks
- Eat a healthy range of foodstuffs and understands need for variety in food
- Practices some appropriate safety measures without direct supervision

Ongoing Objectives

There are objectives that are covered and built upon throughout the year during daily interactions in the classroom and when accessing the continuous provision.

- 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 be 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.
- 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.

Assessment

Formative: Throughout the year, staff will observe children on a daily basis during child-initiated play and adult led interactions. The observations will help inform next steps and planning.