



Early Years, Y1

Physical Development



What does Physical Development look like in Early Years at NCEA trust Castle School?

Intent

At Castle school we want all of our children to live happy, healthy and active lives. Physical development is fundamental to their all-round development. Children have daily opportunities to develop their gross and fine motor skills, both inside and outside. These are taught through focussed sessions as well as opportunities to play and explore. Adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Building on skills to enable children to show good control in large and small movements and to be able to handle equipment and tools safely and effectively.

Gross motor skills support the development of healthy bodies and social and emotional well-being. We have a daily snack and children have the opportunity to try different foods as well as having sensory food trays to encourage exploration of different textures, smells and tastes. Children explore with ball skills, build with large equipment and begin to use scooters and tricycles. They develop and build on the skills they need to greater control of their large and small movements through daily physical development.

Fine motor skills support hand-eye co-ordination, which is later linked to early literacy. Children have sensory and physical experiences to explore different materials, mark making, painting and handling different tools with the correct level of support. We use repeated and varied opportunities to explore and play with small world activities, puzzles and building activities.

We build on skills through role-play, structured and unstructured play times, 1:1, small group and whole class sessions. Children need to grow a sense of body confidence that encourages them to want to move physically. As children develop control and coordination, they eventually learn how to handle and use equipment effectively.

All children have differentiated learning outcomes based upon assessed need. Those children who have well developed physical skills access learning outcomes based upon the Cherry Garden progressive sequentially planned learning outcomes and assessment.

Implementation – Click on learning map to see implementation

Impact

Some pupils have Physiotherapy and Occupational Therapy programmes to support fine and gross motor skills development. Activities are planned as part of the timetables and measurable progress is discussed with therapists to ensure progress is planned and evaluated/reviewed on a half termly basis.

The diversity of physical needs of the children in Early Years, Y 1 results in staff planning and assessing progress on an individual basis. We ensure all pupils have access to outdoor learning experiences and staff structure learning to include areas of priority as detailed on ILPs.

The Cherry Garden system of assessment provides Castle with a child centred, flexible approach to assessing children with learning differences, which is proven to enhance parental engagement. We ensure all children make measurable progress which we build upon across the school year. Those children at risk of not achieving targets access highly structured interventions to boost learning potential.

Our approach:

- Provides teachers/support staff with key milestones in typically developing young children, we use this information to establish developmental stages of the children we work with in order to plan highly structured steps to learning. As such, we establish a child's developmental stage in order to plan a progressive and sequential approach to learning from their starting points. We measure progress and provide updates on achievement in line with the whole school's approach. Every child makes progress and for those with 'splinter skills' in areas of learning, usually linked to autistic strengths and motivations, we measure progress using the EYFS framework as well as Cherry Garden.
- Demonstrates not only linear but also lateral progress – this is highly supportive of children with complex needs. 100% of learners within EYF,Y1 have complex needs associated with their diagnosis of SEND. As a result, it is important to provide a broad and balanced curriculum offer commensurate to ability. If a child makes linear progress by generalising taught skills in functional situations this is an achievement we celebrate. This is linked to the whole school curriculum approach 'spiralised learning model'.
- Enables parents to explore and understand their child's learning through the unique Cherry Orchard approach. We value parental partnerships which are invaluable in achieving success for our learners. The impact of our work is shared with parents who are involved in joint target setting activities in school.