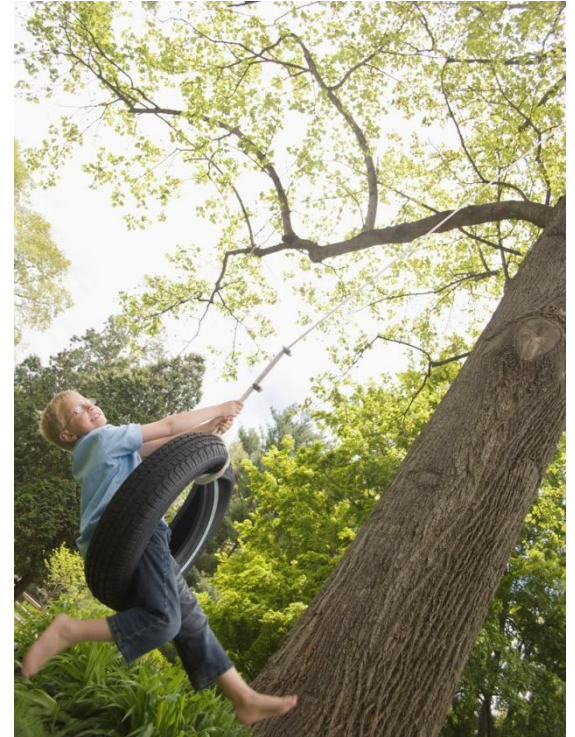


PHYSICAL DEVELOPMENT

Workshop for parents

5 December 2018



“START ACTIVE STAY ACTIVE”: REPORT FROM CHIEF MEDICAL OFFICER 2011

- Physical activity is central to optimal growth and development in the under 5s.
- Regular physical activity during early years provides immediate and long term benefits for physical and psychological well-being.
- Physical activity has very low risks for most under 5s. However, the risk that childhood inactivity will lead to poor health in later life is very high.



WHAT IS PHYSICAL DEVELOPMENT?

There are two main areas:

- ✗ Gross motor skills
- ✗ Fine motor skills



GROSS MOTOR SKILLS

These are the skills involved when you use the large muscles in your body

For example: running, jumping, skipping and climbing.



FINE MOTOR SKILLS

Motor skills include fine and gross manipulative skills.

- Fine manipulative skills - precise use of fingers and hands e.g. drawing, writing, fastening buttons/zips/toggles.
- Gross manipulative skills – single limb movements e.g. Waving, throwing, catching.

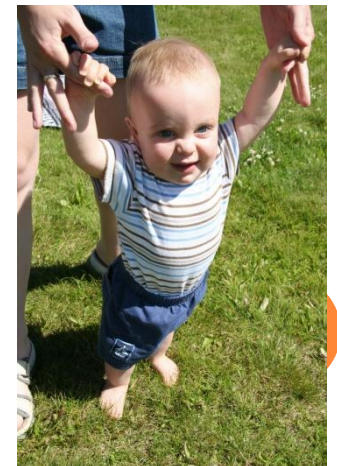
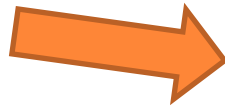


THE PATTERN OF DEVELOPMENT

- From simple to complex
- From head to toe
- From inner to outer
- From general to specific



FROM SIMPLE TO COMPLEX



FROM HEAD TO TOE



FROM INNER TO OUTER



FROM GENERAL TO SPECIFIC



“The most advanced level of movement is the ability to stay totally still, which requires entire muscle groups to work in cooperation with balance and posture. Children who are unable to sit still or pay attention need more time engaged in physical activities if they are to gain full control over involuntary movements and so develop the skills needed to control voluntary actions.”

Ouvry, M., 2000, *Exercising Muscles and Minds*

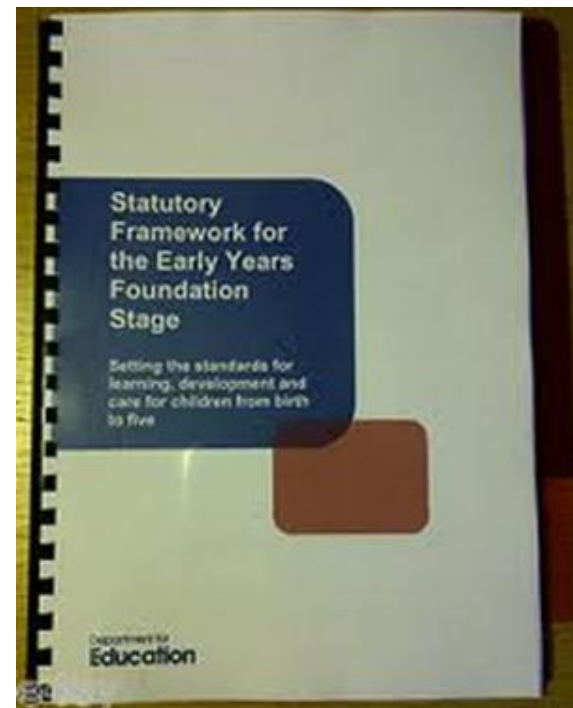
“Children actually need to move. It is actually physically painful for them at this stage of development to be still for long periods. Teaching methods should allow children to move imaginatively as well as control and refine physical skills.”

Call, N., 2003, *The Thinking Child*



PHYSICAL DEVELOPMENT – WHAT DOES THE EYFS SAY?

- Moving and handling
- Health and self-care



“Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.”

DFE (2012) Statutory Framework for the Early Years Foundation Stage



MOVING AND HANDLING



“Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.”

DFE (2012) Statutory Framework for the Early Years Foundation Stage



HEALTH AND SELF-CARE

“Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.”

DFE (2012) Statutory Framework for the Early Years Foundation Stage



WHAT DO WE DO AT MOSS HALL NURSERY

- Create a movement rich environment, full of suitable stimuli and challenges
- Spend plenty of time outside everyday, whatever the weather for both well being and learning and development
- Provide to develop: motor, rhythmic and kinesthetic sense, dexterity and skill in manipulating objects, hand and eye co-ordination, body and spatial awareness (Maude 2001)
- Allow for plenty of repetition by having physical play available most of the time
- Ideal to provide workshop areas with basic tools and materials always available. Practitioners can extend and encourage more complex ways of using by offering additional resources when appropriate
- Balance keeping safe with allowing children to explore
- Provide experiences that support a sense of “I can” or “maybe I could” and “I’m going to have a go”
- Take children on walks and visits beyond the setting



KEY MESSAGES

“Young children learn about themselves and their environment through movement.

Movement is thought in action, children have first to experience the world actively through all of their sense before they can think in the abstract and hold thoughts on the memory of those things in their heads as pictures, concepts or symbols.”

Margaret Donaldson, “Children’s Minds” (1978)

“It is time that we recognised that the brain does not learn by itself: the body learns too, and if we are to educate our children properly we must encourage developmental parity between body and brain.”

Sally Goddard Blythe, *TES* (7th January 2000)

