



Inspiring excellence, empowering global minds

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, and pencil grip.

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
- Hold the pencil correctly
- Write patterns
- Observe effects of activity on our bodies
- Use tools safely
- 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
- To form recognisable letters
- Show understanding of the need for safety when tackling new challenges, and considers and manages some risks
- 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.

Gross Motor Skills

- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles

- Travels with confidence and skill around, under, over and through balancing and climbing equipment Can throw rugby balls, javelins, and Frisbees
- Can catch larger items from a longer distance
- Can run with a ball
- Rides a balance bike, occasionally lifting up their feet
- Uses large-muscle movements to produce diagonal lines
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
- Rides a scooter by pushing with their foot and resting both feet on the scooter
- Climbs apparatus, going up forwards, over and coming down backwards. Walks along a balance beam.
- Can dribble in and out of targets with increasing accuracy.
- Rides a bike with/without stabiliser
- Can balance using different body parts, in a safe way.

Fine Motor Skills

- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Uses a pencil and holds it correctly to form letters, most of which are correctly formed.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Assessment

Formative: Throughout the units, the children will be observed daily during their focus and continuous provision activities. The observations will help inform next steps and planning.

Summative: At the end of each term we complete internal and standardized tests. This allows us to measure the students' progress throughout the term and year. At the end of the academic year, the students complete the EYFS profile.