

# The Hermitage School



## Early Years Foundation Stage

### Physical Development Workshop

# Physical Development (PD)

## ELG

- Physical Development is one of the three prime areas of learning in the EYFS framework, the other two being Personal, Social and Emotional, and Development and Communication and Language.
- These three areas are recognised as prime as they form the basis of all other aspects of young children's learning and development. They are regarded as particularly important for inspiring young children's curiosity and enthusiasm, and laying the foundations for future success in all aspects of life and education.



# Physical Development (PD) ELGs

The PD Early Learning Goals, which children must meet by the end of the EYFS, are divided into:

## Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.



# The Importance of Physical Development

- To help young children to develop their motor skills, teachers and parents should provide lots of opportunities for them to use large muscle movements to explore their immediate environment and develop fine motor control through manipulating materials and using tools and equipment.
- Being physically active not only strengthens muscles and develops the heart and lungs, it also supports the development of the brain.



# The Importance of Physical Development

- Physical development also develops shoulder stability, hand strength, and coordination - important for later movement skills including writing.
- Large muscle control develops before fine motor control, so children need lots of opportunities to make big movements with their arms before they can develop the fine motor control needed for holding a pencil.
- Writing requires a combination of fine motor control and hand eye coordination; skills which need lots of practise indoors and out of doors.





# What does Physical Development look like?



# Ideas for home...









# Some Fine Motor Skills develop independence too!

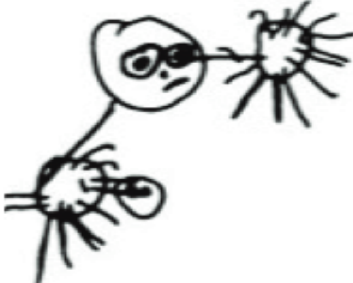



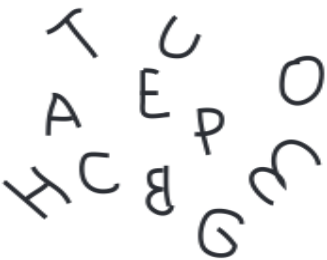

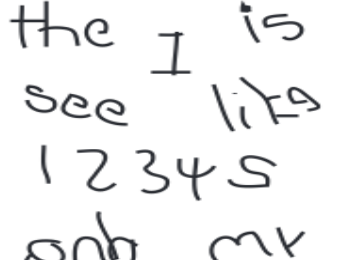


## Fine Motor Skills are needed for Writing

As young children develop the muscles in their hands, they develop the strength they need for the fine motor skill needed for writing.



# HeidiSongs' Chart of the Developmental Progression of A Child's Writing

 <p style="text-align: center;"><b>1. Pictures</b></p>	 <p style="text-align: center;"><b>2. Random Scribbling</b></p>	 <p style="text-align: center;"><b>3. Scribble Writing</b> (Written in linear fashion to mimic real writing.)</p>	 <p style="text-align: center;"><b>4. Symbols That Represent Letters</b></p>
 <p style="text-align: center;"><b>5. Random Letters</b> (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p style="text-align: center;"><b>6. Letter Strings</b> (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p style="text-align: center;"><b>7. Letter Groups</b> (The groups have spaces in between to resemble words.)</p>	 <p style="text-align: center;"><b>8. Environmental Print</b> (Child copies print found in the room, often without knowing what the words are.)</p>
<p style="text-align: center;">Thehcanr (The horse can run.)</p> <p style="text-align: center;"><b>9. Beginning Sounds</b> (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p style="text-align: center;">We wn to the s (We went to the store.)</p> <p style="text-align: center;"><b>10. Early Inventive Spelling</b> (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p style="text-align: center;">To daye i wot to play withf the white board and the shapes and I won to play withn my fen (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p style="text-align: center;"><b>11. Inventive Spelling</b> (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p style="text-align: center;">One day I saw my Frid it was Israel and Antonio and Thay got lost I fad Thim. The end (One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</p> <p style="text-align: center;"><b>12. Transitional Writing</b> (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>