



Physical Development

Module 3 of 3

Authors:
Kay Clifford
Sue Waters
Helen Watts

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Authors: Kay Clifford, Sue Waters and Helen Watts
Design: Heather C Sanneh
Illustrations: Jenny Tulip

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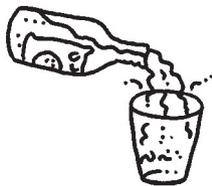
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Introduction

BUILDING BLOCKS is a modular series of resources offering Early Years Foundation Stage (EYFS) practitioners a source of fresh, fun activities linked to inspirational, child-centred themes, and providing comprehensive coverage of the different aspects of the Early Learning Goals. Written in line with the revised Statutory Framework for the EYFS (March 2012), each module in this series – for children age 2 to 3 years (24-48 months) – covers one of the three Prime Areas of Learning and can be used as a standalone resource or compiled into a convenient resource file.

Physical Development is the last of the three modules for this age group. The others are: **Personal, Social and Emotional Development** and **Communication and Language**. Across all modules, opportunities to develop aspects of the other four specific Areas of Learning (*Literacy, Mathematics, Understanding the World* and *Expressive Arts and Design*) will be highlighted where appropriate to the age group, and in line with the non-statutory guidance given in *Development Matters for the Early Years Foundation Stage* (Early Education, 2012).

For practitioners working with children aged 4 to 5 years (48-60 months), there is a sister **Building Blocks** series which also comes in a resource file format, covering all the Areas of Learning in seven modules.

The themed approach

Some of the best examples of good practice and effective learning in an EYFS setting are those which stem from the children's own interests and experiences. That is why each module within **Building Blocks** is structured around fun, child-centred themes, many of which you will already be covering in your setting and which will prepare the children well for working towards the Early Learning Goals and the National Curriculum work they will be doing at Key Stage 1. So, the aspects of *Physical Development* are explored through the topics of:

Getting dressed
Moving about
My favourite food

Activity ideas

The March 2012 EYFS Framework sets out to be flexible, and accessible to children of all abilities and within all kinds of settings. This flexibility is central to the structure of **Building**

Blocks. The Activity ideas provided for each theme are not prescriptive: rather they are designed to provide a range of stimulating starting points, and practitioners can select the ideas which most suit the children within their care at any one time.

All the Activity ideas contained within **Building Blocks** are written by experienced practitioners and are chosen to develop the three characteristics of learning: **Playing and exploring, Active learning** and **Creating and thinking critically**. So alongside talking points, discussion ideas and suggestions for circle time, you will find plenty of ideas for indoor and outdoor play, arts and crafts and early stage reading and number work. The Activity ideas provide opportunities for individual and for small or large group activities too, so children can gain experience of working cooperatively with a partner or team, as well being encouraged to build their confidence and independence when carrying out tasks on their own.

The Activity ideas provided for each theme should cater for a range of abilities within the target age group of 2 to 3

years (24-48 months). However, to stretch those children who are more able or progressing more rapidly towards the Early Learning Goals, further activity ideas are set out on a page entitled **Progression**. All link closely to the core Activity ideas, making differentiation within the same setting easier.

Some of the activities suggested involve photography and film. Please remember to refer to your setting's policy on taking and storing photographs or videos of children in your care.

Assessment

To support practitioners with formative assessment and reporting to parents and carers when a child is between the ages of two and three, a generic **Observation chart** is provided on page 39. This can be used to make notes about how a child tackled different activities, and is left open-ended so that you can write in the details of your chosen activity. We all know that children approach activities in different ways, so it is difficult to prescribe how they should go about an activity. For example, when preparing a healthy meal for a party (see page 18), a child working at the expected level for 22-36 months may be willing

to try new food textures and tastes (play and explore) and feed him/herself competently with a spoon (active learning); while a child working at the expected level for 30-50 months could, with some adult support, use a knife and fork and help cut and prepare the food for the party, and may be able to talk about which foods are healthy or good for them (thinking critically). This Observation chart enables you to record whichever methods and approaches the child uses so that you can make summative assessments later.

Pupil profiles

Every set of Activity ideas comes with a **Sample pupil profile** and a **Blank pupil profile** sheet which link more specifically to the tasks being suggested. It has to be left up to the individual practitioner to decide which activities they wish to assess and when – and it is certainly not necessary nor recommended that practitioners should assess all of the activities all of the time. So the Sample pupil profile selects just a small handful of the suggested activities and maps out some of the kinds of skills and understanding which you should be looking for in order to summarise a child's level of development. To help you match

the profile to the non-statutory guidance in *Development Matters* (2012), the profiles allow you to indicate whether a child is at the expected level for either 22-36 or 30-50 months.

Hints for home

“Where parents and carers are actively encouraged to participate confidently in their children's learning and healthy development, the outcomes for children will be at their best.”

Dame Clare Tickell, *The Early Years: Foundations for life, health and learning: An Independent Report on the Early Years Foundation Stage to Her Majesty's Government* (2011)

Recognising the important role that parents and carers have in their child's learning and development, each theme in each module of **Building Blocks** includes a ready-made photocopiable letter to send home. As well as informing parents and carers about the topics and skills their child has been learning about in the setting, it also offers a range of fun ideas to try at home to extend and complement those activities – ranging from things to make and talk about, to songs to sing and stories to share.

Resources

A comprehensive Resources list is provided to support the activities for each theme.

Getting dressed

Activity ideas

Topic coverage

- Getting dressed and undressed with some adult help, including learning how to use zippers;
- Learning how to be independent in self-care;
- Naming and describing items of clothing;
- Knowing which types of clothes are suitable for different activities;
- Developing independence when going to the toilet.

What am I wearing today?

- Invite the children to sit around you in a circle and ask volunteers to take turns to stand in the middle and tell you what they are wearing today. Encourage them to name the articles of clothing and describe the colours and patterns. Did they decide what they wanted to wear today or did their adult choose?
- Place a suitcase in the middle of the circle and invite a child to open it, look inside and choose an item

of clothing. Would they like to try it on? Help them if necessary, praising them for what they can do by themselves. Talk about the item. For example, *'That's a warm woolly hat. That would be good to wear on a cold wintry day. It would keep your head nice and snug!'*

- If the children are interested, continue the activity, giving other children a turn. Include a wide variety of items in the case: for hot, cold, wet weather, for parties, messy play and so on.
- Leave the case where the children can access it independently. Observe how they talk about the clothing and whether they can put on the clothing by themselves. Use your observations to plan how to develop their dressing skills and their vocabulary.
- If the children have enjoyed talking about what they are wearing, you could make this a regular activity in your daily routine. Encourage all the children to have a go.

My favourite outfit

- Bring a special outfit into the setting to show to the children – perhaps a traditional outfit from a particular culture, a party dress, sporting clothing or an outfit for a special activity. Can the children guess when someone would wear these clothes? Can they name the items of clothing? Take a photograph of the outfit to begin a display or large floor book.
- Ask the children to bring in a special outfit from home. Support them to dress themselves up in the outfit, allowing them to be as independent as possible. For example, start off the zip for them and encourage them to pull up the last bit for themselves (see *Top tip, page 7*). Invite them to explain when they wear the outfit or what they particularly like about it. Take a photograph and add it to the display or book. Scribe what the child told you to add as a caption to the picture.

Getting dressed

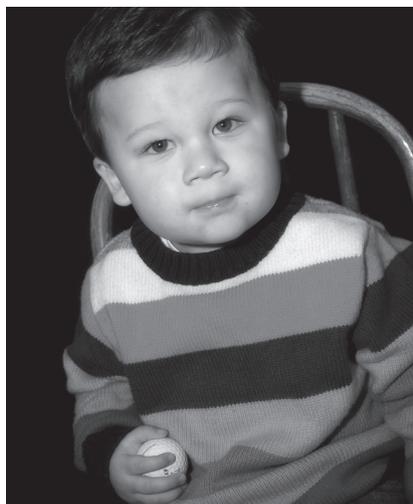
- Continue to add to the display/book throughout the year with photographs of the children in different seasons, different weather and on special occasions, such as parties in the setting, trips or visits and wearing dressing-up clothes.
- See if the children can identify when someone would wear each of the special outfits on page 10. (Answers: 1 – Diwali dress; 2 – Football kit; 3 – Beach wear; 4 – Messy play clothes.)

Clothes shop

- Turn your role-play area into a clothes shop. Take on the role of shop assistant and encourage the children to look through the selection of clothes to see which they like. Help them try the clothes on, using the opportunity to develop their independent dressing skills. Have a large mirror so the children can look at themselves in their new outfits.
- Talk to the children about what they need the new clothes for. Is it a holiday in the snow? A trip to the beach? A party to celebrate a festival? Help them choose clothes for the occasion.
- Children love to dress up in adult-sized shoes so have a selection of footwear in different sizes and for different weather conditions and occasions.

Top tip

Observe the children getting themselves dressed and undressed as much as you can so that you can judge what skills they have, and support them to move on by encouraging them to take a small step independently. For example, if they can find their own coat, show them how to take it off the peg themselves. Begin by lifting it up a little so the child can do a little themselves. Gradually reduce the amount of help you give until the child is able to do it independently. Observe which children need extra help and give a running commentary on what to do to help them develop the necessary skills. For example, 'Put your head in the hood. Feel behind you for the arm hole. Push your hand through the hole.' Help them to do the other arm. Doing both arms will be their next step.



Photograph © bjeawricke/www.sxc.hu.

Mama Panya's Pancakes

- Provide a box of patterned fabrics and explore them with the children, talking about the designs and colours. Help the children to choose a piece they like and show them how to wrap it around themselves to make a dress or robe.
- Now share a story like *Mama Panya's Pancakes* (see *Resources*, page 16) which has illustrations of bright, colourful clothes. Help the children act out what the characters in the story do. When you have finished, help the children to fold the fabric and replace it in the box. Leave the fabric for the children to explore independently in future sessions.