

Gross Motor Development at Heymann

ELG Gross Motor Skills

Children at the expected level of development at the end of reception will:

- 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.

Nursery	Reception
Building blocks to achieve <ul style="list-style-type: none">• Move with increasing confidence• Increasing core strength• Improved balance on two feet, one foot and on 3 wheeled scooters/balance bikes• Can cross the midline to draw a line on a large vertical surface• Remembering sequence of movements• Manipulate large equipment• Upper arm and shoulder strength developing• Able to rotate lower arms and wrist independently• See self-regulation and managing self to develop collaboration skills to work with others to move equipment	Building blocks to achieve <ul style="list-style-type: none">• Move with increasing confidence, control and fluidity• Continue to develop core strength• Balance on two feet, one foot and on 2 and 3 wheeled scooters/balance bikes/without stabilisers• Developing own ideas for sequence of movements, remembering and completing the sequence.• Manipulate large and smaller equipment with increasing control• Using both hands and starting to prefer dominant hand to use both small and large equipment• See self-regulation and managing self building blocks to develop collaboration skills to work with others to move equipment
Continuous provision: <ul style="list-style-type: none">• Large and small scale equipment available for children to use indoor and outdoor provision• Opportunity for children to move and climb safely• Routines and boundaries established so children understand how to be safe with visual prompts to support• Planned opportunities for children to develop age-appropriate skills• Provision allows all to access e.g. spaces are accessible for children with a broad range of abilities, balls made of softer material, level of adult support	Continuous provision: <ul style="list-style-type: none">• As Nursery and develop with resources that offer physical challenge eg children able to climb higher if want to• Regular access to outdoor space

<p>Role of adult:</p> <ul style="list-style-type: none"> • Establish safety rules and boundaries together and remind children regularly • Play alongside children to support, challenge and enhance children's physical skills and development • Lead movement – play activities when appropriate and sometimes with music or song • Scaffold skill development activities and know when to gradually reduce the support offered for children to become independent. • Model vocab of movement and of instruction • Encourage children to use skills and knowledge in different situations • Encourage children to be independent. 	<p>Role of adult:</p> <ul style="list-style-type: none"> • As Nursery • Planned lessons to include teaching skills of precision and accuracy • Expect children to use correct vocabulary when talking about movement and position.
<p>Vocabulary</p> <p>Movement- gallop, slither etc Instruction follow, lead, copy</p>	<p>Vocabulary</p> <p>Movement vocab Instruction vocab- positional language on, under, over, on top, behind, in front, next to</p>