

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

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