

St Bernadette's Catholic Primary School



"Butterfly" Sensory Curriculum - Physical Development sessions – EYFS Fundamental Movement Skills – Gross Motor Programme

Fundamental Movement Skills	Stage 1	Stage 2	Stage 3	Age Range Components
Run	Arms high Flat footed Short stride	Arms middle Mainly flat footed Longer stride	Arms moving in opposition Heel-toe contact	- Hurried walk - 14-18 months - First true run (no contact with surface, flight) – 2-3 years - Efficient and refined run – 4-5
Jump	Limited arm swing Difficulty in using legs and feet at take off Body moves vertically	Arms initiate the jump Arms remain forward of body during preparation Extension of legs more consistent	Arms swing back & move forward from crouch Full extension of legs Body leans forward on landing	- Jump down from object with one foot lead – 18-24 months - Jumps off the floor with both feet –24-30 months - Jumps 2 feet to 2 feet (about 1m) – 4-5 years old
Hop	Non support foot in front with thigh parallel to floor Body straight	Non support knee bent with knee in front and foot behind support leg. Slight body lean	Non support knee behind support leg. More body lean Bilateral arm action	- Hops up to 3 times on preferred foot –age 2-3 - Hops 4-6 times on same foot – age 3-4 - Hops 8-10 times on same foot – age 4-5 - Hops dist 15 m in about 11sec age 4-5
Throw overarm	Feet close together Push throw No rotation	Horizontal wind up sling throw Follow through across body	Steps forward with same side leg and arm Arm swung back and follow through across the body.	- Body faces target, feet stationary, - Object thrown with forearm extension only – 2-3 - Same as above but with body rotation – 3 – 5 - Step forward with same leg as throwing arm – 4-5
Catch	Feet stationary Delayed arm action Arms straight out in front	Feet stationary Arms encircle ball as it approaches. Ball is hugged to chest.	Single step sometimes used to approach ball. Arms scoop the ball to chest.	- Responds to ball in air with delayed arm movements – 2-3 - Needs to be told how to position arms 2-5 - Scoop catch using body – 3-5 - Turns head away (fear) 3-5 - Catches using hands only (smaller object) 5-6

STEP stands for:	S Space T Task E Equipment P People How can I change...?
S Space	Where the activity is happening? E.g. Modify the space by increasing or decreasing the area in which a task is to be performed or the distance over which a task is to be performed.
T Task	What is happening? E.g. Modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.
E Equipment	What is being used? E.g. Modify the equipment by changing the size of the target, size of the equipment, number of pieces of equipment, height of the equipment or the arrangement of the equipment.
P People	Who is involved? E.g. Modify the people involved by having children work alone, with a partner, as a leader or follower, or in a small group.

Ref: 'TOP PLAY' resource
from the Youth Sport Trust



Practical ideas to support delivery using the STEP approach: Including all children

Jumping:

- Feet positions can be marked over the jumps to show the children where to take off and land
- Use canes or ropes on the ground. Encourage wheelchair users to raise front wheel to get over
- Practise jumps slowly and progressively; hold balance on one leg, up one foot, hop vertically, hop/jump forward.



Travelling:

- Limit/increase the space in which to work
- Walk, crawl or propel a wheelchair or walking frame
- Use visual cues (flags, arrows) to mark where to run and stop
- Use verbal cues to help visually impaired children
- Run, hop, skip with a partner.

Throwing and Catching:

- Children can be seated, use a throwing frame or be supported in order to throw or catch
- Throw small balls/soft balls/scarves and other equipment that will be easy to throw
- A large ball may be easier to catch for some children
- Children with mobility or coordination difficulties can begin seated or be static when practising skills
- Attach a ball/Balzac balloon to a piece of rope/string for easier control.



Stories, Action Songs and Rhymes

Many of the action songs and rhymes listed below can be found in the books: 'Singing Games and Rhymes for Early Years', 'Macmillan Treasury of Nursery Rhymes' and in 'Helping Young Children with a Steady Beat'.

Jumping:

Baby Kangaroo
During the Week...
Five Little Peas
Five Little Speckled Frogs
Froggie, Froggie
Hey Diddle Diddle
Humpty Dumpty
I'm a Dingle Dangle Scarecrow
Jack in the Box
Jumping
Pop goes the Weasel
The Frog in the Pond
The Kangaroo

Catching:

Bounce High, Bounce Low
Cherry Pie
Five Little Monkeys
Five Little Peas
I Got the Ball
Move Your Body
1,2,3,4,5 Once I Caught a Fish Alive
10 Little Fingers
The Princess and the Frog
The Gingerbread Man

Hopping:

A Puppet said to Me
Can you hop on one leg?
Five Little Monkeys
Hop Around on One Leg
Hopping Rhyme
Obadiah
On a Log
One Potato, Two Potatoes...
The Kangaroo

Balancing:

A Puppet said to Me...
Can you balance on one foot?
Hokey Hokey
I'm a Dingle Dangle Scarecrow
I'm a Little Teapot
I'm a Stork
Jelly on a Plate
Mr Magnolia
Mr Jelly
See-saw Margery Daw
The Tin Soldier

Running:

Hickory Dickory Dock
I Went to School One Morning
Peter plays with One Hammer
The Gingerbread Man
The Big Pancake
Three Little Pigs
The Grand Old Duke of York
Wee Willie Winkie
We're Going on a Bear Hunt