



Programme 5 - Physical Development

Introduction

Our story this week is an updated retelling of the tortoise and the hare and sets the theme of different ways of moving and getting from A to B. We join a group of pre-school children enjoying exploring all the different ways they can move across a space and round off our programme with a travelling song.

Learning Opportunities

The Arts

- dressing up / role play;
- listening to sounds made by different vehicles;
- singing action songs.

Early Maths

- understanding daily routines;
- counting wheels on vehicles;
- comparing sizes of objects
- understanding and using mathematical language e.g. underneath, beside, tall, fast, slow, tall, high, top, bottom.

Language Development

- communicating with each other during play;
- naming objects;
- listening to stories and songs.

Personal, Social and Emotional Development

- exploring feelings – happy, sad, afraid, angry;
- being aware of personal safety;
- being aware of wearing safety clothes;
- understanding the importance of rest;
- learning to share and take turns.

Physical Development

- developing gross motor skills e.g. running, crawling, climbing, sliding, catching, balancing, riding, pushing;
- moving at different speeds;
- keeping safety rules;
- using space effectively;
- developing hand-eye co-ordination;
- dressing and undressing.

Programme 5 - Physical Development**The World Around Us**

- understanding how things move e.g. using pedals, engine, wheels gears;
- learning about different forms of transport e.g. bicycle, car, boat, scooter, train;
- making bubbles.

Suggested Activities

- Ask the children to talk about how things move. Ask questions such as, Do they go fast or slow? Do they have wheels or tracks, pedals or engines? Collect photographs and information books about vehicles for the children to look at and talk about.
- Set up a 'transport' interest table. Cover the display area with white paper and secure with masking tape. Gather together a selection of different sized toy cars and lorries. Dip the tyres in black paint and roll across the paper. Allow to dry. The children will then have fun matching the cars and lorries to the different tyre tracks.
- Make a slope for the children to use to race toy cars down using lengths of guttering or downspout. (These can be bought cheaply at DIY shops.) Ask questions such as, Does the height of the incline make the cars faster or slower? Which car is going to be the winner?
- Set up a ramp with a piece of board. Gather together pieces of carpet, cardboard, leather, bubble wrap etc. and place in turn on the ramp. Then let the children roll a toy car down the slope to investigate which surfaces are good for making car tracks.
- Tell a story about the routines of the day and let the children dramatise it as you go along e.g. Johnny is sleeping in his bed (snore snore) and the alarm goes off (ring ring)he stretches (yawn) and jumps out of bed (jump)he runs downstairs (clap hands on knees quickly) and says Hi to his mum (wave)... The children will ask for the story again and this time see if they can remember the sequence of events.
- Use percussion instruments to explore movement and rhythm. Get the children to find a space and play the "Opposites Game" where the children move to the beat of the music e.g. reaching up high/reaching down low; running on the spot fast/then slowly; bending left/then right; shaking hands out in front/then behind. Eventually the children might try tapping out the rhythm of their own name.
- Put a selection clothes with different fastenings...e.g. Velcro, press studs,

zips, buttons, bows in your dressing up box. Encourage the children to help each other to get dressed up . (This will provide plenty of opportunities for the children to work together and to use their fine motor skills.)